

The Delta Kappa Gamma

Bulletin

Fall 1959

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HELEN E. HINSHAW, Editor

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ABOUT OUR CONTRIBUTORS

Geneva R. Hanna

- Dr. Hanna taught in the public schools of Minnesota, Iowa, and Illinois before she went to The Ohio State University as assistant professor of education. She came to the University of Texas in 1950. Dr. Hanna is a member of the executive board of the Texas Association for Supervision and Curriculum Development and has had a number of articles published in *Educational Leadership* and other professional magazines. Presently she is awaiting publication of her book on literature for adolescents, *Books, Young People, and Reading Guidance*. She is a member of Alpha Chapter, Texas.

Helen Heffernan

- Miss Heffernan, a Chi State honorary member, has been in the State Department of Education since 1925. She was Chief of the Division of Elementary Education until 1946, except for a leave of absence to serve as Field Representative for the Inter-American Project of the U.S. Office of Education in 1942. From 1946 to 1948 she was Elementary Schools Officer for the Headquarters Staff, Supreme Command of the Allied Powers in Tokyo. She has been in her present position since January, 1948. Miss Heffernan has published the *California Journal of Elementary Education* since 1931, has contributed widely to professional year-books and journals, and has written a number of books. She is in demand for professional meetings all over the country.

Bertha M. Rightmire

- Miss Rightmire is vice-president of Kappa Chapter, Missouri. She has served twice as president of the local branch of AAUW and has been active in community life, directing the Community Chest drives in the schools for many year. Miss Rightmire helped organize the St. Joseph teachers credit union in 1931 and has served as its secretary ever since.

Carolyn Guss

- Dr. Guss is an associate professor of education and associate in selection in the Audio-Visual Center of Indiana University. Since 1953, she has been a member of the board to select films and filmstrips produced in the U.S. for distribution abroad by the U.S. Information Service. In addition she is a director of the Film Council of America, a member of the editorial board for *Audio-Visual Instruction* magazine, and president of the Audio-Visual Instruction Directors of Indiana. Dr. Guss is a past president of Alpha Chapter and of Alpha Epsilon State. She has served on several international committees.

ABOUT OUR CONTRIBUTORS

Anna Van Kuren

- Miss Van Kuren taught all of the primary grades during her teaching career. She lived in Japan for two years, teaching American children of Allied military personnel. On her trips to and from Japan she traveled around the world and visited in many countries along the route. Miss Van Kuren served as publicity chairman for the International Convention in New Orleans in 1956. She is a member of Pi Chapter, Louisiana, and serves as its publicity chairman in addition to her international duties.

Margaret H. Croft

- Miss Croft has served as Alpha Kappa State president and currently is a member of the international Committee on Publications. Her other professional interests include the Classical Association of New England, of which she was vice-president, and the American Association of University Women, for which she was president of the local branch and, for six years, state treasurer.

Catherine Nutterville

- Dr. Nutterville is a professor of education at the College of Great Falls in Montana. From 1947 until 1954 she was a clinical psychologist for the Montana Mental Hygiene Clinics. Dr. Nutterville is a former national president of Delta Kappa Gamma and former state president. She served on the Committee on Organization in Foreign Countries and the Committee on the Silver Anniversary Scholarship Fund.

Ruby Scott

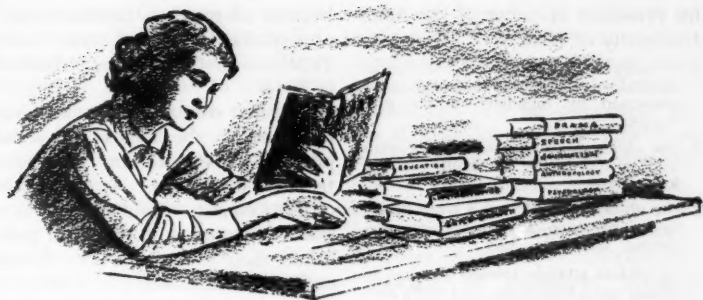
- Mrs. Scott was until recently the executive secretary of the Oklahoma Congress of Parents and Teachers as well as the managing editor of its official magazine. Now she gives all of her time to *The Oklahoma Parent-Teacher*. For two years she edited the Gamma State publication, *The Limelighter*, while serving at the same time as a member of the international Committee on Publicity.

Cover Design

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Illustrations

- Ralph White, associate professor of art at the University of Texas, is our illustrator.



Teacher Education and Professionalism

by Geneva R. Hanna

ONE of the basic issues in education underlying the present era of criticism and confusion is concerned with whether or not teaching is a profession. A profession has been defined as "a calling in which one professes to have acquired some special knowledge by way of instructing, guiding or advising others, or serving them in art." Teaching could be included in the professions according to this definition.

If teaching is a profession, then teacher education must take on the characteristics of professional

education. The knowledge to be acquired must be of a high order and so organized that it can be used by the prospective teacher to instruct, guide, or advise students. Professional education for teachers must take into strict account the nature of the tasks of the teacher. This preparation cannot be left to chance nor even to a good liberal arts education if the purpose is to produce a professional teacher of children in schools.

Other professional groups—namely doctors, lawyers, and engineers—have worked out some basic objectives in areas of knowledge which their professional programs should accomplish. These are categorized

Dr. Geneva R. Hanna is an associate professor of education at the University of Texas and supervises student teachers of English.

by President Hancher of the State University of Iowa as

1. a minimum body of basic and fundamental knowledge and skills commonly possessed by members of the profession;
2. the ability to handle source materials and to add to the minimum body of knowledge;
3. the ability to think and act effectively in the presence of new and unprecedented situations; and
4. an ethical attitude toward the uses to which one's knowledge and skills may be put.¹

In 1938 the American Council on Education established a Commission on Teacher Education to direct a study of teacher education in the United States. The report and the work of that commission, published in a series of volumes in the mid-forties, did much to sharpen the focus on the need for more professionalized teacher education. The purpose of this study was not to discover what was then in operation, but rather to encourage groups concerned with teacher preparation to cooperate in experimenting with better ways, different approaches to teacher education both pre-service and in-service. Many school systems, state departments of education, and colleges and universities joined the project to demonstrate, experiment with, and evaluate ideas and practices based on "hypotheses in which there is reason to have confidence

because of previous careful study," as explained in the Commission's *Teachers for Our Times*, published in 1944.

The first step in this project was to point up the issues and some positive direction in American teacher education. A committee of the American Council on Education attempted to do this and published their report in *Major Issues in Teacher Education*.² Following is a condensation of important points in this report.

The committee began by pointing out a need for thorough revision and re-statement of the objectives of teacher education. It expressed the view that better students should be recruited for the profession and selected by the institutions where they were to be prepared. Looking at preparatory programs, it called for more attention to the development of more understanding of child nature and its implications for teaching; command of subject matter (improvement was deemed especially needful in the case of secondary school teachers); understanding of community educational agencies with which the schools should cooperate; ability to share creatively in forming and putting into effect policies and plans respecting school administration, curriculum building, the school library, and equipment; and professional attitudes toward questions of professional ethics, tenure, and academic freedom. The frequent inadequacy of experience in student teaching was remarked. The problem of determining how teachers might best be prepared for specialized work—as in art, music, home economics, industrial subjects, and physical education or with atypical children or adults—was also separately mentioned.

As one examines these issues and needs, he realizes that although there remains much to be done in each of these areas, in most teacher education institutions all of these points are now being dealt with to

¹Virgil M. Hancher, "Perspective on Teacher Education," *The Journal of Teacher Education*, December, 1958, p. 416 (Vol. IX, No. 4).

²*Major Issues in Teacher Education*, American Council on Education Studies, Series I, Volume II, No. 4. Washington, D.C.: American Council on Education, 1938.

some extent. Occasionally it is good to stop and take stock of the distance we have come. Too frequently we are prone to see only what has not been done. Granting that there is room for more constructive work in the whole area of teacher education, let us look quickly at several of the more important gains made during the past two decades.

1. *Much has been done to incorporate an understanding of child growth and development into teacher preparation programs.* In fact, so much has been said about this emphasis that many lay people have the misconception that this is the whole of professional teacher education. Although this is far from the case, it is true that the study of children and youth has become an integral part of the program. It is now basic information for teachers.

2. *Subject matter competence has received so much attention, especially for the secondary teacher, that it has eclipsed many other important aspects of teacher education completely.* Most degree programs leading to teacher certification require as much subject matter concentration as do the liberal arts degrees. This apparently is not sufficient background for teachers. More likely it is not of the right kind, either. For example, college English departments complain that their students cannot write. Yet very few English departments have courses in which expository writing is given much emphasis beyond

freshman composition. Where is a prospective English teacher supposed to learn how to write or how to teach writing in this kind of circumstance? To be competent in the English language arts field, a teacher should know a considerable amount about drama, speech, journalism, and the arts. A background in social history, cultural anthropology, and, above all, philosophy are important to intelligent literary criticism even of the high school variety. Perhaps we can no longer educate a teacher in the basic four-year sequence. A fifth or even a sixth year, after some intern experience, may be necessary.

The problem of adequate subject-matter background is not a difficult one. Time to learn would take care of that. A knottier problem is how to help young people organize this material into meaningful ideas to teach to adolescents. This is the controversial part of the problem.

President Hancher also suggests, in "Perspective on Teacher Education," that if the education of teachers is considered from the standpoint of the professions then the long-standing controversy between "content" and "method" is no longer valid. From the professional standpoint, content and method are inseparable.

In order to build a bridge, the engineer must not only know mathematics but he must also know how to apply that knowledge in figuring stresses and strains for girders and supporting beams. The

dentist not only must know when and where and how to inject the novocaine but also must understand its possible effects on the human body. Likewise, the teacher as a professional person must not only know the rationale behind the number system plus algebraic and geometric principles; she must also know how to select appropriate mathematical learnings for the particular boy or girl or class, how to build a readiness for the concept to be learned, and how best to present the material so that it can be learned most effectively and to demonstrate how it relates to other concepts learned previously. This kind of professional know-how based upon both content and method is the basis of professional skill and should be the goal of all professional content for teachers.

The issue dare not be content vs. method if we are to build a teaching *profession*. Rather, we must have teachers with a superior amount and kind of basic knowledge coupled with the skills and know-how—the method—to stimulate and facilitate learning by students.

3. *Student teaching has become recognized as an important part of the professional sequence.* Increasing emphasis is being placed upon providing a realistic situation which includes a taste of the many aspects of teaching with sympathetic but helpful direction from master teachers for the student teacher during the experience. There is still much to be done in this area,



however. Public school personnel must recognize their responsibility to provide good first-hand experiences for the student-in-training. Until we can provide as complete first-hand laboratory experience for students throughout their period of professional training as medicine does for the young medic, we will never have a really high level product as a result of the teacher education program. There is no substitute for learning from first-hand experience under guidance.

Recruitment and selection of candidates for training are major problems of any profession. Unless high caliber people with a genuine desire to pursue this particular calling can be attracted into the preparation programs, the whole professional group will eventually suffer. Consequently, it must be the concern of the total professional group that suitable young people be invited to join the ranks. This is the responsibility of the classroom teacher in the elementary

school as well as the high school counselor or the school superintendent. It is the obligation of the college professor of English or mathematics as well as the professor of educational psychology to spot the able student with the proper potentials and characteristics for teaching. No one group can do it alone, and we dare not leave it to chance. Unless we as active workers in the field of education are enthusiastic about our work, unless we take pains to imbue able young people with the desire to teach, we cannot expect to build a strong, virile profession.

However, recruitment is not enough. Institutions responsible for the education of specific professional groups must take responsibility for selecting from applicants to special programs only those persons who meet minimum standards. These standards or criteria for entrance to teacher education programs should be based on three categories: (1) a high level of intellectual ability, (2) a reasonably stable personality adjustment, (3) a relatively high degree of purpose toward teaching.

Eventually we may know enough about the characteristics of persons who become good teachers to be more definitive than that, but until we do, these three types of measures would go far to eliminate the obviously unfit. Too often teacher education programs allow all comers to try, and once they are launched in the program it is almost impossible to eliminate them

except on academic grounds. Attempting to prepare an obviously indifferent or mentally ill person for teaching is not only costly in time and money at the college level; it is even more costly to the profession when incompetents become teachers.

The initial screening is not sufficient either. This must be a continuous job, carried on in the teacher education institution by competent people who have expert knowledge of the characteristics of good teaching and who know how to assess them in prospective teachers. At present there is not sufficient knowledge as to what makes good teaching or who is a competent teacher to apply it to embryonic teachers with confidence. Much research and experimentation with various measuring devices must be done to improve this aspect of teacher education.

The American school system, and thus all teachers, faces a tremendous challenge for the last half of the twentieth century. New knowledge is being discovered so rapidly that even the specialists have difficulty keeping abreast of the new information in their own areas. Research in human relations, in evaluation, in educational psychology is uncovering new insights, new concepts almost faster than authors can keep their textbooks up to date. Each subject area is pushing the frontiers of knowledge, adding new subject matter, reevaluating the old at a frightening rate. People engaged in pre-service

education have a tremendous task, not only to keep abreast of the best thinking and information in the various fields of learning but also to prepare their students for further change, to imbue the future teachers with the desire and skill to continue to learn as long as they continue to teach.

In-service education is as necessary a part of professionalization of teaching as adequate pre-service education is. No teacher education program at the pre-service level purports to have fully prepared its graduates. Most teacher educators insist that the young graduate is now ready to learn what teaching is all about. Much follow-up of teacher-education graduates by experienced supervisors attached to the public schools and by teacher education personnel is needed the first few years to help the beginning teacher consolidate his learnings from the pre-service phase and begin to expand his understandings through his experiences in the classroom in the in-service phase of his professional education.

Many of us can look back and remember when a large number of teachers were trained in Normal Schools in one or two years beyond high school. We can remember when those schools changed their names to Teachers College, added courses and faculty, and started giving regular college degrees. We have watched these institutions expand and grow until today very few of them remain uni-purpose

institutions. Most of them have become multi-purpose, giving liberal arts degrees, providing pre-medical and pre-law programs, among others, as well as degrees in teaching. The two-year diploma for teachers is almost a thing of the past. Now these former teachers colleges are changing their names again, dropping the word "teacher" from their titles and becoming multi-purpose colleges and universities in name as well as practice.

The general direction of this change has been good. The amount of education for teachers has steadily increased, both pre-service and in-service. The quality of education has improved also. The subject-content courses teachers take are now taught by highly trained subject-matter specialists. Professional education courses have been reorganized and most of the professors in this area are well-educated, experienced, dedicated people. Some few may still lack imagination and ingenuity in presenting material to students, but so do some of their colleagues in the liberal arts.

Most of the institutions which prepare teachers offer a master's degree in teaching. Many teachers have already acquired this additional education and many others are in the process of getting it.

Although the direction in teacher education has been steadily toward more and better education for teachers and although relatively rapid change has occurred in the last twenty-five years, the progress

has not kept pace with the demands for excellence. The present crisis in education forces us to re-examine once more our aims and our direction. The principal issue is still—Is teaching a profession or not? If it is, then the teachers themselves must put their own professional house in order by rallying to the defense of teacher education. For there can be no profession without professional education. Unless teacher education programs are planned by people who not only are concerned about education but also know much about teaching, the program cannot be sound.

Can you conceive of doctors standing by and allowing, to say nothing of helping, a state legislature meddle with their basic medical education program? Where are the teachers, the professional group most concerned, when state legislatures emasculate teacher education programs or when academic theorists who know nothing about the operation of a modern school from first-hand experience belittle all teacher education programs—the good with the bad?

Teacher education needs much

inspired, dedicated leadership. The improvement of professional teacher education must not be a piecemeal, dike-mending operation if it is to meet the challenge of the present and the future. We must have the pride and the ingenuity to make the necessary changes. We will need to call in other interested and well-informed groups to help us, but the direction setting of the education of our own professional group should remain with those who are in a position to know the problems in their respective areas—the professional people themselves.

At no time in America's history has the need been so great for a highly educated citizenry. The quality of education depends upon the quality of teachers, and the quality of teachers depends largely upon the quality of their education, pre-service and in-service.

With good will, steady purpose, cooperation within and without our ranks, and creative use of the knowledge we possess, we can create a program of professional education which will be second to none in quality and which will develop great teachers.



Keeping the Curriculum Up to Date

by **Helen Heffernan**

IN a world changing as rapidly as ours, socially sensitive teachers ask themselves: How well do the experiences the school provides meet the present needs of children and youth? How well do these learnings equip them to meet the inevitable challenges of their adult life? Education is dynamic; it develops the scientists and scholars who discover new knowledge. As a result, conditions change and education must change to meet

them. Good schools are constantly striving to meet the changing social needs of their times.

All of the experiences of whatever nature the school provides to stimulate or facilitate learning constitute the educational program or curriculum of the school. The curriculum, then, is concerned with the learner and with what he learns. Keeping the curriculum up-to-date involves putting to use (1) what we now know about boys and girls and (2) what we know about how they learn, and determining what learning will be most

Miss Helen Heffernan is Chief of the Bureau of Elementary Education of the California State Department of Education.

useful to them in meeting the societal needs of our times.

Understanding Growth and Development

The entire twentieth century has been marked by tremendous effort to establish new frontiers of knowledge concerning human growth and development. There have actually been more studies designed to deepen insight into how human beings grow and develop than in all other areas of concern to professional education. Pediatricians, psychologists, sociologists, cultural anthropologists, as well as child guidance clinics and laboratory schools have all contributed to our growing knowledge of child development.

From all this study and research we have been forced to accept, at least intellectually, the differences that exist among human beings. Recent public interest focusing on the education of talented or gifted children comes as no surprise to educators. The judgment of teachers working with children has long been verified by a wide variety of measurement instruments which revealed wide and persistent differences in ability, interest, and achievement.

Teachers have long differentiated instruction in classroom groups to meet individual needs. Study and research in school systems throughout the country continue to reveal sound ways to gear instruction to individual needs. Gone is the formal recitation in which teachers

attempted to drive all the children in a class down standardized roads to learning. The classroom has truly become a laboratory for learning in which a wide variety of activities designed specifically in terms of individual needs can go on simultaneously.

In these days no teacher can remain unaware of the pressures to disregard individual differences, to establish rigid standards and apply them to every learner, to "get tough with the kids." We need to be watchful about the impact of these pressures. Every teacher can exert significant influence in his community by pointing out the fact that educational progress depends upon how well schools are able to provide the conditions in which individual differences can be met, not disregarded. Most teachers would agree that these conditions include:

1. A teachable-sized class of about twenty-five pupils
2. Adequate instructional materials: films, filmstrips, recordings, models, trade books and reference books as well as textbooks; these materials carefully selected to meet a wide range of interests and abilities
3. Readily available well-qualified consultation service for individual child study
4. A well-organized in-service education program designed to increase the sensitivity of professional personnel to the needs of children and to successful ways to meet these needs

5. A well-informed community ready to support the work of the teacher psychologically.

Keeping the curriculum up-to-date means keeping avenues of communication open to new findings in growth and development. Work carried on during the past twenty years under the direction of Dr. Daniel A. Prescott of the University of Maryland in developing child study groups of teachers in various parts of the country is illustrative of how teachers may acquire

A valid knowledge of the scientific principles that explain how children grow and develop, how they learn and become the persons they become, and why they behave as they do at the various developmental levels.¹

Dr. Prescott's recent book *The Child in the Educative Process* will open new vistas of understanding of children to any teacher or parent who has come to a realization that the better we know children and youth the better can we rear and educate them. One of the most significant things that has been going on in professional education in our country has been the program of child study by small groups of teachers working together with effective consultant help to deepen their own understanding of children. Dr. Prescott's book is a detailed report of how this deepening insight can be put to use to effect the wholesome development of children and youth.

The writer visited the classes of

a large number of teachers who had participated in child study groups for two or three years. Were there notable differences between these teaching-learning situations and those of teachers who had not participated? Rather consistently, it appeared that there were notable differences. In the former, the relationship between the teacher and pupils was warmer, more understanding, more informal. The relationships among the children were more helpful and supportive, less critical; group purposes seemed to be as important as individual purposes. A wider variety of activities was going on at one time. The children were expressing themselves more effectively both orally and in their written expression. The expression in art and music and rhythms was more creative—evidently the children were encouraged to be their own honest selves. These teachers had definitely acquired the behavior necessary to create a comfortable accepting atmosphere conducive to growth.

How Learning Takes Place

Within the experience of the writer many theories of learning have emerged. Psychologists and educators generally agree that the last word has not yet been said about how learning takes place. Psychology has only emerged as a science during the present century and there are many unanswered questions.

Dr. Arthur W. Combs of the University of Florida has recently

¹Daniel A. Prescott. *The Child in the Educative Process*. New York: McGraw-Hill Book Company, Inc., 1957, p. 25

expressed his views in most optimistic terms on "learning as a problem of personal meaning."

He says:

Education, as we have known it, has done pretty well in two of its phases. It has been quite successful in gathering information and making information available to people. These problems we have pretty well solved. Our greatest failures are those connected with the problem of helping people to behave differently as a result of the information we have provided them . . .

Modern perceptual psychology is helping us to see this problem of learning in a somewhat different way. Learning, we are coming to understand, is not simply a matter of motivation, repetition, presentation, stimulation, conditioning, and the like, although, of course, all of these are part of the problem. Learning, we are coming to understand, is a problem of a total personality. It is a problem of an individual's personal discovery of meaning.²

Dr. Combs' point of view opens up exciting possibilities for the teacher. In the past we have thought of intelligence as a static quality of the individual. However, if rich and meaningful educative experiences can increase the individual's perceptual field and provide for his "personal discovery of meaning," we might anticipate behavior at an ever increasingly higher intellectual level.

Later in the same article, Dr. Combs makes an analysis of seven factors upon which an individual's perception is based. He lists these as follows:

1. The nature of the physical organism he possesses

2. The length of time he has lived
3. The opportunities he has had in the past to perceive
4. The operation of his current need (People perceive what they need to perceive.)
5. The goals and values the individual holds (People perceive what they value.)
6. The self concept (People perceive what seems to them appropriate to perceive.)
7. The experience of threat. (Threat hinders perception.)

If the teacher recognizes his strategic role in increasing the richness, extent, and depth of perception, he can approach the task of improving the quality of educational experience with the utmost confidence and optimism. The perceptual psychologist definitely rejects the idea "that when you're born you're done for."³

The Societal Needs of Our Times

Although we are all interested in providing schools that meet the societal needs of our times, we must not be stampeded into departing from what we know makes a good school for children. We must have the courage to stand by what we have learned in our professional preparation and not imperil the welfare of children because of the demands of pressure groups which are all too frequently made without knowledge of the findings of reputable research. The following are

²Arthur W. Combs. "Personality Theory and Its Implications for Curriculum Development." In *Learning More About Learning*. Washington, D.C.: Association for Supervision and Curriculum Development, NEA. 1959. p. 9.

³See also Robert E. Bills. "Believing and Behaving: Perception and Learning." In *Learning More About Learning*. Washington, D.C.: Association for Supervision and Curriculum Development, NEA. 1959. pp. 55-73.

illustrative of dangers growing out of ill-considered demands upon the school:

1. Pushing down subject matter learning to a younger age level upon children who have neither need nor readiness for such learning
2. Focusing too narrowly on certain types of educative experience to the neglect of the physical, social, and aesthetic aspects of development
3. Focusing attention and resources on the academically talented to the extent that there is rejection of children who have important and socially valuable contributions to make
4. Creating large class loads in order to provide special teachers in various fields thus making it impossible for regular classroom teachers to provide effective individual help for specific learning problems. After the establishment of these classes which seem to confer certain prestige values, are the enriched experiences actually being provided or are children receiving a watered-down college course rather than a broad general education?

No doubt it is a tribute to the efficacy of education that people generally look to the school to solve the major problems of social life. It is easy to overlook the fact that only about two-elevenths of a child's time is actually spent in school while nine-elevenths is spent in the home and out-of-school environment. Obviously, more time

is needed to establish closer contact between home and school. Obviously, too, communities should survey the conditions they provide which may or may not be conducive to the development of worthy citizens. Communities frequently function as agencies to defeat, through negative suggestions and experiences, the acceptance of values the school strives to establish. As a member of the community the teacher has a leadership role to see that his work is not rendered ineffective by selfish exploiters of youth.

Many influential groups are making demands for additions to the curriculum. Sometimes these demands are made by well-meaning but uninformed groups who do not know that the subjects they are demanding have long constituted a substantial part of the curriculum. Others are asking that learnings that have no significance to the learner be dropped into the curriculum and that the teacher prove false the old adage of "leading a horse to water." Other demands come from self-interested groups desirous of building up the status of their own field of specialization. Others enamoured by the "machine age" are vigorously advocating "machine teaching." One has not far to look for the motivation prompting these demands.

Regardless of the motivation behind the demand, education must evaluate each proposal. Evaluation of any suggested innovation must

take into account what the proposed change will contribute to meeting the accepted goals of education in our country. How does it relate to what is now known about growth and development at the age level for which it is proposed? Is it practical in the social setting of the particular school or school system?

The curriculum of the school will be up-to-date to the extent that teachers accept a moral commitment to keep themselves well informed about research in their profession as well as about significant political, economic, and scientific developments throughout their world. Achieving the status of a well-informed person means wide reading, participating in community affairs, utilizing business and industrial resources significantly in

teaching. The well-informed teacher must eschew the ivory tower and the cloister.

To keep the curriculum up-to-date, every teacher should have some professional problem on which he is currently working in the classroom. Action research is the best way to keep up-to-date. The number of unsolved teaching problems are legion although teachers who feel free to experiment with ideas, to evaluate the outcomes, to discard them, and to try again are making valuable additions to our professional lore. As teachers our task is to stretch the inquiring minds of children and youth. The teacher who performs this task best has a questing spirit which sees untraveled worlds of great promise stretching endlessly ahead.



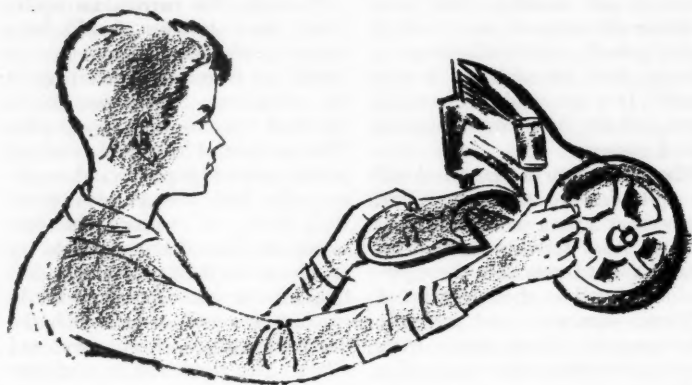
... How may we best prepare our young people to keep their individuality, initiative, creativity in a highly organized, intricately meshed society? How may we rescue talented individuals from the lowered aspirations, the boredom, and the habits of mediocrity so often induced by life in a large and complex organization? How do we shatter the informal ceilings placed upon performance in an organizational setting in which order, harmony, and predictability seem to be given more emphasis than individual achievement?

When we arrive at questions of this import, we are no longer simply talking about the cultivation of talent. We are talking about some of the gravest issues in the future of our society. A continuing struggle between the needs of the organization and the integrity of the person, between the effectiveness of the group and the creativity of the individual may well be one of the most fateful struggles in our future.

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A Kiss for the Principal



by Bertha M. Rightmire

IN these days when much is being written about the failure of our educational system to make adequate provision for the gifted child, we should not overlook the necessity of providing for the exceptional child—this child who, through no fault of his own, faces a handicapped future. He, also, requires special education if he is to lead a happy, useful life and not become an even greater social problem.

Although some educators advocate that special education classes be held in regular schools, the Myrtle E. Miller School of Special

Education in St. Joseph, Missouri, shows how a city nearing a hundred thousand in population has successfully provided for the mentally retarded children of the community in the other type of school. Widespread recognition has come to this school for the quality of work accomplished with pupils whose IQ's range from 48 to 78 and chronological ages, from 7 to 17 years.

Here where the children are reminded constantly that "Hand education is as essential as book education," through the combined efforts of the Board of Education, the administration, and a staff of twenty-five dedicated teachers,

Miss Bertha M. Rightmire retired in 1958 from her position as teacher of Latin and social studies at Lafayette High School in St. Joseph, Missouri.

some four hundred boys and girls strive daily to attain the school's goal: "to so educate each boy and girl that he or she may become a self-supporting and respected citizen of the community."

St. Joseph's School of Special Education was one of six existing in Missouri in 1947 when the General Assembly enacted a law providing for special education. This law allocates an additional amount of \$175 per exceptional child over and above the regular amount of \$120 per pupil to any school district establishing classes in special education for such children. It also specifies that teachers in this field shall be especially trained.

St. Joseph makes no claim to having pioneered in special education for mentally retarded children. Its first special class of this type was established in an elementary school in 1922. Several years later, another teacher, Miss Myrtle E. Miller, was employed. She had been trained in the field of special education under Dr. J. E. W. Wallin and in the Training School at Vineland, New Jersey.

In 1927 Miss Miller was joined by her sister, Miss Gladys Miller, who had also had training under Dr. Wallin and had been teaching mentally retarded children in Ogdensburg, New York. To the Misses Miller was assigned a former custodian's cottage on an elementary school ground, in which they might test out the "cottage plan" of working with these children. Their

simple program was molded on the thesis "Hand education is as essential as book education," and it included character building projects and health improvement.

When the fall term began, twenty-four children were transferred to the new Opportunity School. Of these, four institutional cases were eliminated. Several of the remaining definitely retarded children were discipline cases. These twenty were divided into two groups starting anew in this school whose teachers sought to provide a "natural home environment in which children would have the opportunity to work out projects and daily live them—such projects as each child would face eventually as an adult."

From that day to this, the gospel of the school has been WORK—individually, because competition is not a good factor in this field, and in groups, because the child will always be a member of a group.

On that first day the children were impressed with the fact that it was *their* school, in which they would have the opportunity for self-development. They found that the two large, long rooms on the first floor had been turned into a boys' room and a girls' room. The boys viewed with delight their manual training benches, looms, equipment for chair-caning, brushes, and other tools. The girls found equipment for learning to sew, to cook, and to be efficient at other household arts.

One of the two bedrooms on the second floor had been untouched. The other had been turned into a classroom equipped with sixteen desks. In the hall a large cabinet had been built so that each child might have a drawer in which to keep his books and personal possessions.

As the children sat around after inspecting the premises, Miss Miller told them of the plans. During the first month everyone would work on turning one half of the girls' room into a dining room. The next month they would develop the second bedroom as the home project room. Half the day would be spent on academic work which would be simple and, where possible, correlated with the work they were doing in completing their "home."

How they worked! If they wasted time in their classroom, they had to remain there during the afternoon while the others were having a good time refinishing the dining room chairs and table or, if they were girls, learning to make cushions for the chairs or tie-backs for the curtains or wielding paint brushes.

When the month ended, each was proud of his part in the attractive room which could be separated at will from the kitchen by a large cretonne-covered screen, which the boys had made. On the mantel, flanked by candles, stood vases filled with dime store flowers—the candle holders and vases made from powder cans.

It was a willing group of workers who then undertook the task of completing the home project room. This was to be a bedroom which would serve many purposes during the seven years in which the school remained in this cottage.

Second-hand furniture and scrap materials were used again. The Misses Miller believe that, since many children in special education classes come from neglected homes, they should be taught to see the possibilities of using things which still have basic worth. Miss Myrtle Miller said, "I would have furniture renovation head the list in wood-working problems—fewer bird houses, book ends, and toys and more practice in teaching boys to see the possibilities in a rickety chair."

Again each pupil had his part—helping to refinish the floor and the furniture; making two rugs, curtains with tie-backs, covers, sheets, bedspreads, cushions, more vases; or stenciling designs on part of the furniture—and all this was done at a total cost of sixteen dollars!

During this year Miss Myrtle Miller played many parts: teacher of sewing, cooking, and academic subjects; P.T.A. speaker; and head scrubwoman. Her sister, trained in industrial crafts, taught the boys the use of tools and the other equipment in their shop.

Soon the boys were ready to work with materials gleaned from second-hand shops or junkyards. From new materials they made

shelving, ironing boards for the girls, rugs, trays, and other furnishings.

The girls also did their share. They made caps and aprons for wear in their cooking class, pajamas and nightgowns for themselves, and, of course, the linens for the bedroom, where they would learn to be nurse maids or be instructed in child and/or sick room care by the school nurse.

In the academic field fifteen-year-old boys made progress in second grade readers; all, freed from the pressures of the regular classroom, worked at their spelling, arithmetic, and language and studied history by reading about American heroes. Their weekly review lessons were placed in individual binders, which were displayed in the front hall where visitors might learn of their progress.

After mid-year these youngsters began to realize the reward of their efforts, for they were able to duplicate the things which they had made for the school, either to be taken home or to be offered for sale to friends of the school. The ability to earn money opened a new vista for them.

With part of these earnings the Opportunity School financed its first Open House, at which the pupils assisted and the girls served tea and oatmeal cookies which they had made. This function, adequately featured in the local press, was the first of many social occasions which have continued to the

present day. Through these, many local groups and others from greater distances have become acquainted with the work on display showing what mentally retarded children can accomplish under efficient leadership.

Due to the location of St. Joseph along the Missouri River and the distances involved, the Board of Education had continued to hold classes in special education in other schools. The success of the Opportunity School was so marked, however, that in 1927 the Board decided to expand the entire program and bring the cottage groupings and the four isolated special classes together in an old elementary building in the center of the city.

Here six teachers working with seventy pupils organized their program of special education around four specific points: (1) character building and social adjustment; (2) personal health, hygiene, and safety education; (3) academic training; and (4) industrial arts and vocational training.

While the school lost the intimacy of the cottage set-up, nevertheless, under Miss Miller's leadership as principal it continued to win friends and popular support. Every Parent-Teacher Association unit had been informed that in the Opportunity School slow learners and mentally handicapped children had a chance to develop their talents under favorable circumstances.

Three years later the school moved again into a larger school

building which had been vacated under the district's reorganization program. There, through a process of remodeling, Krug School provided twenty-one rooms, large and small, in which the Four-Point Program could be greatly expanded. Many types of recreation could be provided on the four and one-half acre campus. There, too, the new program of agriculture for boys could be instituted.

Pupils spent one hour each week in one of the character-building agencies such as Cub Scouts, Boy Scouts, Explorer Scouts, Girl Scouts, Girl Guides, Sunbeams, Gray-Y, and the 4-H Clubs for both boys and girls. For these, sponsors and leaders were interested members of civic clubs and church groups, junior college students, and other lay people in the city.

A full-time registered nurse now assumed the responsibility for caring for the health of the children and arranging for the correction of physical defects, when possible, with help available from the city's health department and other social agencies.

In the recreational program, children under twelve were under the direct charge of teachers; those over twelve worked with a physical education instructor. Spacious ball diamonds and basketball courts were laid out. Civic groups helped



provide equipment: a merry-go-round, a jungle gym, and other mechanical devices for the younger children. Everyone looked forward to the Field Day, which would be one of the closing features of each year's program.

Ten teachers gave their full time to the academic training program, which presents a tremendous problem in every special school for the mentally retarded. These teachers were given extensive textual materials and three types of visual education aids. These—a motion picture projector, an opaque projector, and a machine which accommodated both slides and film strips—were in constant daily use to illustrate lessons.

In this new environment the industrial arts and vocational training aspect of the program gained new significance. It was restricted to children over twelve years of age. Each child spent half the day in this department, where each instructor taught not only the craft but the academic correlations as well.

Boys were offered wood-working, elementary electricity, plastics, metal crafts, printing and book-binding, shoe repairing, and leather work; agriculture courses in hog raising, corn farming, poultry raising, and rabbitry; and the care of lawns and shrubbery.

With their instructors the boys built for themselves a building 60x28 feet in size. Half of it would serve as a classroom with a store-room adjoining; the other half would be their poultry house. Through this practical experience they learned to lay a foundation, handle cement blocks, and do simple carpentry.

Later as 4-H Club members they proudly entered their products in the county 4-H Club Shows, where they won a Grand Prize and other prizes and ribbons.

The older girls were offered courses in food preparation: cooking, canning, and preserving; tea room service; laundry; sewing; practical household arts; home nursing; child care; and personal grooming. Three Krug pupils showed aptitude for the care of the hair and are now licensed beauty operators in St. Joseph.

The school continued to grow in numbers. In 1954 it had a staff of 22 teachers, 3 cafeteria workers, an engineer, a custodian, and a weekly average of 25 unpaid lay workers—all directing their efforts to help the 325 children enrolled.

Krug School had outgrown its building. Protests were heard: "We can't take any more!" "We're holding classes in the halls!" "There isn't any room!"

Again the Board of Education and the school administration faced the problem. This time the School District would erect a new building especially designed to meet the needs of the city's handicapped children. Fortunately, in a desirable part of the city they were able to secure as its site a tract of twenty-five acres, which had been an undeveloped part of an old estate.

Prior to the drawing of the plans, Krug's principal, Miss Myrtle Miller, was sent east on a tour of inspection of various schools which were doing outstanding work in special education. Her recommendations were incorporated in his plans by the school architect, and the building was ready for occupancy in the fall of 1957. In recognition of service rendered, the new school was named The Myrtle E. Miller School of Special Education.

This St. Joseph school has never been a custodial institution for the feeble-minded. Although the state law empowers the superintendent to send pupils to it, this prerogative

is seldom used. Pupils come with their parents' approval.

Each child lives at home in his normal environment and meets the conditions of every day living. He comes to and from school in buses furnished by the local transit company unless his parents bring him or he lives within walking distance. The bus picks him up at the regular school in his neighborhood and returns him there. He has become a pupil in this school of special education after he has failed to adjust himself to the regular school.

G. Max Coleman, assistant superintendent in charge of instruction, outlines the method by which a child is sent to the school:

First, the teachers and principal of the school from which the child is to be transferred determine to the best of their ability whether the child is misplaced in the regular school. The child may have shown evidence of serious inability to learn; he may have a record of continuous failure; and there may be evidence of misbehavior arising from his inability to learn in the normal way.

The principal then through the use of tests verifies his thinking that the child is of low mental capacity. Before any child is recommended for transfer, he must have an individual intelligence test.

A thorough survey of the child's attendance, his health, his attitude toward teachers, his home environment, and his school is made to see if these factors may have had a bearing on the pupil's maladjustment.

The parent is then contacted and arrangements made for the parent to discuss the transfer of the child with the principal and any other school administrative officer that may be necessary.

We urge parents to contact social agencies such as the child guidance center, psychologists and psychiatrists, or the

family physician in any case where they doubt our judgment on the placement of the child.

If these specialized agencies can prove our judgments to be wrong, we are very happy to give the child another chance in a regular school.

The final step is a visit to the special school by the parents. When the final transfer has been accomplished, all records of school experiences in the St. Joseph School System are forwarded to the principal of the special school. No one is transferred into our special education program until it has been definitely established that a program of special education will help him.

Is the program different in this new building? Yes and No. The same Four-Points Program holds sway but, with the new equipment and facilities, it is more streamlined. Several features have been added and the Junior Chamber of Commerce with the help of its auxiliary, the Jaycee Janes, has assumed charge of the school's public relations.

A school co-ordinator has been added to the staff. He supervises transportation and is the vocational advisor with close contacts with business and industrial firms which may be able to use youngsters on full- or part-time jobs.

The boys are developing a more extensive agricultural program on the eight acres allotted to them. Sheep raising was added this year. The local interest in this program may be illustrated by the fact that calls are frequent for the services of the older boys as workers on farms or in the city's nurseries, or as yard boys.

One day last spring Superintendent George L. Blackwell was talking in a group of men and remarked, "What those youngsters need out at the Myrtle Miller School is a horse so they can get used to handling them."

The following week Miss Miller greeted a man in the doorway of her office. He spoke, "Mr. X sent your boys and girls a horse and wagon for use in their farm work."

The new building has a large all-purpose room. In this room used as an auditorium seated with 400 folding chairs, which can be stored under the stage, for the first time the pupils can participate in assemblies, dramatics, and musical plays. Used as the lunch room it will seat 240 pupils at tables for the elementary school lunches. Used as a gymnasium it provides ample space for the physical education instructor to carry on his classwork and also direct various games in the recreation program. And, finally, the clubs now have a place where they can meet.

Pupils continue to learn industrial arts and handicrafts but the shops are larger, better equipped, and better lighted. The printing department prints all forms, supplies, etc., used in the building as well as a four page school paper.

All girls enrolled in the departments for older girls are 4-H Club members, and they have received ribbons and prizes for the excellent work they produce. Ceramics and the making of copper pictures are part of their home decoration course.

Health work for teen-age boys and girls is the special duty of one teacher who assists the school nurse with her program. Another gives first aid courses and teaches a class called Grooming for the Job.

Music is now an important part of the curriculum. The instructor meets thirteen classes daily. Under her leadership the pupils present annually an Easter pageant and a Christmas pageant besides participating in various assembly programs. Her Mixed Chorus has appeared before a number of civic groups, bringing praise to themselves and their school.

But what of the academic program in which these mentally retarded children struggle to learn "the Three R's"?

Standard practices are followed in grouping them according to age levels after they have been divided into two groups on the basis of their IQ scores. The first group range is of IQ's from 48 to 52; the second group, IQ's from 63 to 78.

"We have thousands of books covering all areas of academic study." "We teach arithmetic and reading from an individual need." "We're making a post card collection in our geography class and are hoping to get cards from each state in the Union. They make the map come alive for the children."

"We use no textbooks used in the regular school. You'd be surprised how well they remember stories they heard their former classmates read." "Our visual education aids have been greatly

increased and that helps." "We are free of the pressure of the regular school and can take time." These comments illustrate to a small degree this phase of the program.

As stated before, the school enjoys favorable support from various civic groups such as the two Rotary Clubs, La Sertoma, the Optimist Club, and the St. Joseph Hobby Club. But the work of the Junior Chamber of Commerce and the Jaycee Janes is outstanding. Committees, including the officers, attend monthly luncheons at the school to keep informed as to the needs and activities of the pupils. Their program for the year, 1959-1960, includes speakers from the Junior Chamber to tell the older pupils "What an Employer Expects of a Myrtle E. Miller School Graduate."

Some Jaycee Janes will serve as guides over the school for visiting groups or after public relations luncheons; others will teach one or more pupils typing, art, or speech on the high school level; others will bring their babies and give the girls actual experience in child care and baby sitting or explain what mothers require of people they employ to look after their children.

* * *

The school day draws to a close. It has been a wearisome one for the principal and the whole staff. Yesterday was Achievement Day and sixty men and women from the South Side Rotary Club and its

Rotary Anns were present to judge the entries and then be luncheon guests of the 4-H Club members.

Today the coming year's program was formulated with the Jaycee and Jaycee Janes' committee at another luncheon, using left-overs from yesterday's bountiful meal.

Buses and a few private cars await the departing children. The principal and her visitor watch the forming lines.

Through the visitor's mind flashes the question the children may be called upon to answer when they reach home: "What have you learned today?" They have learned many things, among them:

1. how to get along with one another
2. how to read better, for we must read if we are going to use patterns, recipes, or any printed directions
3. how to use numbers, for we must measure materials before we can make things
4. how to use our hands more skillfully
5. how to avoid wasting anything and
6. how to be happy though handicapped.

One youngster steps out of line, holding up her arms. "Goodbye, Miss Miller," she whispers as she kisses the principal's cheek.

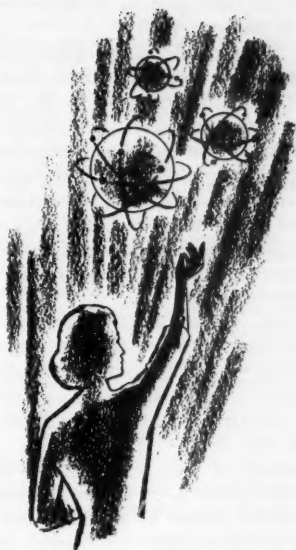
Miss Myrtle E. Miller, principal of the school described in the article above, is a member of Kappa Chapter, Missouri.

Scholarship-- An Educational Investment

by Carolyn Guss

WINSTON CHURCHILL, speaking at the Massachusetts Institute of Technology on the implications of man's knowledge of atomic power, said that the whole prospect and outlook of mankind has grown immeasurably larger and the multiplication of ideas has proceeded at an incredible rate. This vast expansion, however, has unhappily not been accompanied by any noticeable advance in the stature of man—in either his mental facilities or moral character. His brain has gotten no bigger but has buzzed the more. The scale of events around him has assumed gigantic proportions while he has remained about the same size. By comparison, therefore, man actually has become much smaller.

Dr. Carolyn Guss is chairman of the international Committee on Special Scholarships for 1960.



In this observation lies the challenge to all peoples of the world to develop to the fullest their intellectual, moral, spiritual, and physical potentialities. On no single group more than on Delta Kappa Gamma does this responsibility rest heavily. To fail to accept the responsibility may have dire effects. In the world's battle for the minds of men, teachers must lead the way, and who among us denies the fact that study and research at home and abroad increase vision and ability? Certainly the Founders of our Society recognized this fact and accepted the challenge.

Shall we carry on in their tradition? If the past is prologue to the future, we will!

If Margaret Boyd's prophecy for Delta Kappa Gamma in 1968 (Summer, 1958, *Bulletin*) is to be realized, our members will be advancing in the teaching profession assisted in graduate study through an enlarged scholarship program. If we as members of Delta Kappa Gamma believe in and are proud of our part in making possible such experiences as those of Evelyn Uhrhan, professor of Spanish at South Dakota State College, during her year of study in Spain (Summer, 1958 *Bulletin*), surely our scholarship program will expand.

Perhaps it was a realization of the dire global need and important role to be played by teachers, perhaps it was a desire to do more in an area in which our Society already had achieved preeminent success, or perhaps it was an inner drive to test the combined strength of more than sixty-eight thousand key women teachers in a special scholarship project which might point the way to a permanently expanded scholarship program that led to the unanimous approval of a motion in the 1958 International Convention in Minneapolis "to make available 55 scholarships of \$2,500 each to be awarded at the 1960 International Convention—one for each state—a sum equivalent to approximately one dollar per member per year during the coming biennium."

This project is now underway and is known as the Special Scholarship Project and the 56 special scholarships (since there are now 56 state organizations) to be awarded are in addition to the three regular scholarships awarded annually. Frequent reports on progress toward the \$140,000 goal have been carried in the *News* during the past year and will continue throughout the coming year. The names of those appointed by the International President to serve on the international Committee on Special Scholarships for 1960 were listed in the February, 1959, *News* and the state Special Scholarship Chairmen were listed in the May *News*.

Reports from Regional Conferences consistently indicate that state organizations are making excellent progress toward reaching their two-dollars-per-member biennial goal. There seem, however, to be some doubts concerning each state's having a member interested in taking a year's leave of absence and using the \$2,500 to pursue advanced study. This must not happen.

As Dorothy Knappenberger pointed out in the Summer, 1959, *Bulletin*, "We shall not like to be placed in the embarrassing situation of having more scholarships than scholars." Her suggestions for action should immediately be implemented on the chapter level. The Special Scholarship application and regulation forms have been mailed to all state Special

Scholarship Chairmen for distribution to the chapters.

Any member of Delta Kappa Gamma is eligible for one of these scholarships. Application and regulation forms may be obtained from the chapter president or the office of the International Executive Secretary, Mrs. Eunah Holden, 416 West Twelfth Street, Austin 1, Texas.

Every member has a responsibility to help in the enormous task of interesting our best qualified members in applying for one of these scholarships. It is true that there are in the minds of women certain psychological barriers which deter them from doing doctoral or post-doctoral work, such as not wishing to assume increased responsibility, feeling insecure about competitive examinations, and not wishing to give up professional status and a high standard of living for student status. Records of women graduate students and resulting satisfactions, however, speak eloquently of the innate ability of women to succeed in advanced graduate study and positions requiring such training.

Here again, Evelyn Uhrhan's comments (Summer, 1958, *Bulletin*) on her use of the 1956-1957 Annie Webb Blanton Scholarship reflect the tangible and intangible values of scholarships. The importance of this particular scholarship to Miss Uhrhan is summarized in her own words:

It was as a result of being awarded The Delta Kappa Gamma Society's Annie

Webb Blanton Scholarship for 1956-1957 that I had this unforgettable experience of spending the entire academic year in Spain, devoting my time to various projects which for many years I had hoped to be able to carry out. Because of my interest in and continued study of the Spanish language and the fact that three years previously I had visited Spain for a few weeks and found it much to my liking, the scholarship which would enable me to spend an extended period of time there meant a dream come true.

My plans for the use of such a scholarship included attendance at courses in the Spanish language and literature at the Universidad de Madrid, planned travel through as much of Spain as possible in order to become better acquainted with regional customs and people, and concentrated work on a research project of my own—a structural study of spoken Spanish. The entire experience was a challenging one, for I had to work out all my own plans.

As important as, if not more important than, the value of the scholarship in the life of Miss Uhrhan is the value of the scholarship in the lives of the students to be taught by Miss Uhrhan. This is true in the lives of all teachers, for every teacher who has had rich experiences and has developed the ability to communicate can make these experiences "come alive" for her students. With Emily Dickinson these students will say:

I've never seen the moor,
I've never seen the sea,
Yet know I how the heather looks,
And what a wave must be.

For those of us who are inclined to think in terms of dollars and cents, a mathematical calculation of Delta Kappa Gamma's financial investment in the lives of our country's most precious resource—its boys and girls—might prove

intriguing and interesting. We know immediately, for example, that we are investing \$2,500 in the further growth and development of each scholarship winner. This may seem like a large investment; but if each recipient catches one new inspiration, develops one new insight, acquires one new skill, or desirably modifies one undesirable attitude which she is able to pass on to some of her students, our investment per student seems very small, for it might become a fraction of one cent—an amount that, for practical purposes, becomes negligible.

Just as the fullest and most beneficial use of atomic power will not readily submit to conquest, so intellectual growth will not easily be accomplished. Just as even limited exploration of the possibilities of atomic power have required a tremendous technological effort, a long period of time, and a great deal of money, so Delta Kappa Gamma's devising the best possible continuous scholarship program will require careful and thoughtful direction by all members, a long period of time, and considerable financial support. The Minneapolis

International Convention, however, with its theme, "So many worlds, so much to do; so little done, such things to be," has given us a start on the enormous and important responsibility of building as sound and as extensive a permanent scholarship program as possible.

As we set our minds and hearts to our immediate common goal of raising the funds for a \$2,500 scholarship for every state and province unit and recruiting a worthy recipient for each of the scholarships, may we be inspired by the Phi Kappa Phi Prayer composed by Rev. Robert A. Davis, director of the Wesley Foundation, Blacksburg, Virginia:

For the exciting search for truth, for the rewarding discovery of knowledge, for the revelation of Thy divine wisdom, for the joy of learning, we give Thee thanks, O God.

Set ever before us the challenge of scholarship, both as an end in itself, and as a means to the end of serving Thee and all mankind. Let us not be satisfied with striking a match when the blazing sun can be ours, nor let us be content with mere facts when wisdom and truth are available to us.

And now, O God, stir up within us a new passion for learning and a zeal for truth which shall bring us closer to Thy Great Mind.

Publicity - -

A Vital Function



by Anna Van Kuren

THE Delta Kappa Gamma Society has objectives that are outstanding. Summarizing the seven purposes of the Society, one would say they are to promote the welfare of women educators and to improve education in the world today. It is through publicity that Delta Kappa Gamma can put these worthy ideals before the public and, thereby, obtain its support.

Publicity is one of the most vital functionings of an organization. It helps to make known the activities, special events, and accomplishments of its members. It is the heart throb—it brings about functioning throughout the entire membership. It makes people alive, alert, and ready to go forward to accomplish the goals that are set.

The three media of publicity are the press, TV, and radio. They are there to be used. Analyze the program for the year. See what can be sent to the press. Consider the most important event of the year. Can it be televised? Check with the program director of the station and through an interview make known the event. Have all the

important data and leave it with the director. Have some idea of a plan for presenting the program and see if it can be used for television. Very often the alert program director will see another method of presentation. Great! Cooperate to the fullest and follow all directions provided they are in keeping with the dignity of the Society. As a result a good program will be produced and the TV personnel will thank you for bringing such good material to their attention.

The publicity chairman of Delta Kappa Gamma works closely with the program chairman because she has to be informed in advance of the meetings, speakers, and special activities. The publicity chairman or publicity director must check with the president from time to time just to verify the facts and check for additional information. No publicity can be given unless the chairman knows what is happening within the group. That is why publicity work is truly a heart throb, pulsating into every function of the organization.

Conventions are always important to the press, TV, and radio.

Miss Anna Van Kuren is chairman of the international Committee on Publicity.

The keynote to success with convention publicity is advance work. The publicity director gathers news about the program, speakers, and their backgrounds, as well as a few black and white glossy prints of the important speakers. An important item is the approximate number to be attending the convention because the daily newspapers are concerned. Even the Chamber of Commerce is interested in how many people will visit the city. Their bulletin is another source for publicity.

Once the publicity director has her facts, she can arrange for an interview with one of the reporters or the editor. Her attitude must be one of great enthusiasm, for she must truly sell the idea of this great convention and set forth, briefly, its big issues. The advance article on the convention, whether large or small, depends on the editor in charge.

The same technique is used for obtaining interviews with members, but they are harder to get. Facts about the person, the honor, or the event must be obtained. This is not always easy. Most educators are modest and reluctant to make known the good they have done. The wise publicity chairman can question this person tactfully and eventually get the facts that are important. It is imperative to publicize the good that an educator has done for the teaching profession. This is what superintendents of schools, boards of education, presidents and deans of universities

are seeking to publicize. They realize that this is an opportunity to let the public know the fine work of educators who are fostering true culture and scholarship. Among Delta Kappa Gamma members there are many devoted, talented, and brilliant educators, whose achievements should be shared with others. It is up to the publicity chairman to bring them before the public.

When sufficient material has been gathered for an interview, the editor is approached. This part is almost like selling a product, for the idea has to be sold to the editor with the same salesmanship techniques. If the interview is granted, the data in outline form can be given to the editor. The publicity chairman should be present for the interview and have another copy of the same data for the reporter, in case the editor did not give it to him. Many interesting facts about the person can be brought forth by a few short statements by the publicity chairman. If there is some error or misunderstanding in a minor statement, she can clarify it tactfully. That is why being present for the interview is so important.

The project for the international Committee on Publicity for this biennium is to gather unique publicity from states and chapters. Clever ideas should not remain in state and chapter scrap books, but should be made known to the entire membership through the international Committee which will inform

all the state publicity chairmen.

The publicity can be clippings from newspapers, educational journals, or bulletins issued by the Chamber of Commerce. In order to include TV and radio programs, one must make a note on the (1) station; (2) time; (3) type of program, stating whether it was an interview, panel or news; (4) amount of broadcasting time; and (5) how the publicity was obtained. This is a wonderful medium of publicity and the field is wide open. Get started, publicity chairman, and let us hear about your excellent TV and radio programs.

The best in publicity will be gathered into a scrap book entitled *Publicity Gleanings*. The first part will be "outside" publicity, any form of publicity outside of the organization, and the second half will be "inside" publicity, anything published within the state or chapter, such as state bulletins, news-sheets and the like. If doubtful about the uniqueness or value of the publicity, send it to the international Committee on Publicity anyway. It will be good to know that some publicity is being given to the Society. If at all possible, your contribution will be put into the scrap book, *Publicity Gleanings*,

and recognition will be given to the publicity chairman and her chapter for contributing the idea. Articles from the *Bulletin* or *News* will not be considered.

The right attitude toward publicity is an essential for achievement. After the facts have been presented, the matter must be left entirely to the editor or the program director of stations. A publicity chairman can indicate what is desired but can never dictate. Newspapers, TV, and radio stations have definite policies and reasons for featuring a particular idea. The only matter of importance to the publicity chairman must be accuracy of information. Her attitude should be simply to be grateful for the space and time given to the Society. She must like people and know how to handle them. Establishing good public relations must be always uppermost in her mind. She must be keenly interested in Delta Kappa Gamma and have an enthusiasm and sparkle that will radiate. Her attitude should always be optimistic. At times the work may seem hard; but when the task is completed successfully, there is a joy and satisfaction in having done a good job for a noble cause.

Northeast Regional Conference

Truly a Spirit

by Margaret H. Croft

Delta Kappa Gamma is not an organization or a group of women educators. It is a spirit," said a speaker at the Northeast Regional Conference of 1959; and so it proved to be, but one with more problems than a spirit is usually assumed to have. From registration to the last word of the address of Miss Ola Hiller, international president, these problems were very much in the minds of the more than four hundred members present.

In her keynote address, "Women of Vision," at the opening of the first general session, Mrs. Eunah Temple Holden, international executive secretary, turned the thoughts of all to the conference theme, "Opening Doors on Tomorrow's World," by directing attention to the necessity of using both the near look and the far vision, which is the quality of those who accomplish. Mrs. Holden challenged the

members to follow the example of women who pioneered in assuming responsibility for education.

Miss Catherine Beecher, whose effort for education flowered in the founding of Vassar, Smith and Wellesley; Dr. Ethel Percy Andrus, who is devoting her life to the aging; Dr. Annie Webb Blanton, whose protest against the limitations suffered by women teachers led her to found Delta Kappa Gamma; and Miss Margaret Boyd, immediate past international president, who since 1947 has helped spread understanding among the women of the world through the Overseas Teacher Project—all of them have had the near look, which sees and publicizes the need, and the vision, which Delta Kappa Gamma should seek as it faces the challenge of the future.

In a symposium, "Challenges of the Biennium," special scholarships, pioneer women, community service, teacher welfare and morale, and nominations were ably discussed. Dr. Carolyn Guss of Indiana, chairman of the Committee

Miss Margaret H. Croft taught Latin in Crosby High School, Waterbury, Connecticut, for forty-two years, retiring in 1956. During the last twenty-five years she was head of the department.

on Special Scholarships for 1960, expressed the hope that this project will have the support of all members of the Society.

Miss Lorraine Metcalf of Massachusetts, chairman of the Committee on Community Service, explained that the service which Delta Kappa Gamma desires is not the usual volunteer service, which almost every member performs. Our Society should work on such projects as the investigation of the means of supporting a program for the handicapped, a survey of adult education, or a venture that will acquaint teachers with the circumstances of their pupils. Chapters should choose one project compatible with Delta Kappa Gamma purposes and follow it to conclusion.

Dr. Dorothy Johnson, past president of Nu State, urged members to write to legislators about the Murray Metcalf Bill, to insist that there be no federal interference in curriculum, and to work for the elimination of discrimination against women administrators.

Miss Alice Grant of Illinois, chairman of the Committee on Pioneer Women, reminded the members that the remote past is not necessarily the place to search for pioneers. Many living and active are also pioneers and merit distinction.

Dr. Edith Lawton of Connecticut, chairman, urged all to give thoughtful assistance to the international Committee on Nominations as this very important

committee has to rely on the membership for the names of those qualified for international office.

On International Night in her address "What Is Expected of the Free?" Ileana, Princess of Romania, who lived for several years under Communist rule, saw her children taught Communist doctrine, and lost a son, spoke with the authority born of close acquaintance and personal sacrifice.

She asked, "Who are the free?" "What is freedom?" "How much can politicians stand for?" Answering these questions, she said that the free are those who have the right of choice; that freedom is the right to worship God; that the Communists have denied God, therefore they have also denied the God-given right of choice, which we have; that they tell the peoples that the West will not sacrifice for them and that they would be wiser to join the Communists for they will win—a prophecy which is coming true; and that politicians can stand for international freedom in direct proportion to the sacrifice their own people are willing to make for freedom. She urged the members of Delta Kappa Gamma to strive for the spiritual qualities that will give the strength to stand for freedom.

Dr. Helen N. Theinert, immediate past state president of Massachusetts, presided over the program titled "Music Time," consisting of several piano selections interspersed with poetic monologues. Miss Helen N. O'Connor, state

music chairman of Massachusetts, arranged the program and she and Mrs. Ferma F. Perullo played the piano duo with fine skill. Later all were given the opportunity to sing the songs of Delta Kappa Gamma and of America, the Netherlands, Italy, Scotland, Canada, and Great Britain. Miss Betty Sonier, Connecticut music chairman, contributed much to the casual group singing and to the splendid conference chorus which provided excellent music for the Presidents and Founders Banquet.

Mrs. Edna McGuire Boyd, past national president, who acted as moderator for the session on "Implementing Our Purposes," emphasized the fact that the purposes are the core of the Society's effort, that they should be the standard for evaluating all activities of Delta Kappa Gamma, and that the success of the Society could be measured by its implementation of these purposes. In the discussion that followed, reference was made to the address of Princess Ileana and to the challenge she had given to develop spiritual values which should be so real that they would influence daily living to the extent that others would benefit.

Other points of interest were brought out: What appears to be discrimination is sometimes merely the result of women's failure to support their own candidates. Women should accept responsibility more readily when it is offered. Women teachers should support women administrators. Resentment

because of their higher salaries should not keep experienced teachers from learning from the younger members of the profession. Women teachers should anticipate openings for service on committees, in administration, etc., and suggest and support qualified women.

Examples of chapter activities described in the discussion showed that the Society's members have sponsored legislation to give proper recognition to women teachers and have better qualified themselves to assume leadership in education by availing themselves of scholarships and opportunities for advanced study. They have also prepared for administrative positions. The point was made, however, that such positions are not necessarily a goal for Delta Kappa Gamma members, who should strive to be leaders in education and accept and assist those who have the personal and professional qualifications for such assignments.

There were interesting discussions centering around the problem of making a scholarship a gift or a loan, the desirability of searching among the able young teachers for members, and the disadvantages which a teacher suffers when her salary is larger than the scholarship she might otherwise be glad to use. Chapters were encouraged to have scholarships and grants-in-aid as local projects but urged to support the international scholarship projects, also.

Gibran's quotation "It is when

you give of yourself that you truly give" was used to introduce the section called "Swap Shops," which consisted of groups having common fields of interest. "Pro and Con" was for state and chapter presidents and executive secretaries with a stellar group of "swaptioneers" in Miss Hiller, Mrs. Holden, and Miss Ethel McCormick, Northeast regional director. "Dollars and Sense" included state and chapter treasurers, budget and finance committees, and ways and means committees with Mrs. Louise Collins, Pennsylvania, and Mrs. Gladys E. Johnson, international treasurer, in charge. Dr. Fern Schneider, Maryland, presided over "Growing Pains," where membership and local and state expansion were discussed.

"Press and Impress" dealt with publications and publicity under the guidance of Miss Winifred Galvin of Indiana, former chairman of the international Committee on Publicity, and Miss Irene Hermann, Illinois. Miss Sonier was chairman of the "Music-Go-Round"; and Miss Doris Nickerson and Miss Gladys Mersereau, both of New York, were in charge, respectively, of "Program Ideas for 1959-60—Strengthening Our Educational Program" and "Program Ideas for 1960-61—Understanding Unfamiliar Cultures." Out of these groups there came the benefits that always accompany a frank exchange of ideas among those vitally interested in common problems.

On the social side of the

Conference was the Birthday Luncheon, over which Dr. Vera Butler, Connecticut's first president and the Northeast's first regional director, presided with the good will, originality, enthusiasm, and evident enjoyment which so endeared her to Connecticut before she forsook it for Arizona. Mrs. Louise Hall Tharp's address and the Birthday Tribute, written by Mrs. Nellie Hilton and directed by Miss Marian Curling of Maryland, were added attractions.

The Fellowship Reception, given by Pennsylvania in honor of Miss McCormick; the tours to historic Litchfield, Mystic, and the beautiful store of G. Fox and Company, over whose destiny Connecticut's honorary member, Mrs. Beatrice Fox Auerbach, presides; dinner at Waverly Inn; "Pajama Game" at Oakdale Playhouse; and the Presidents and Founders Banquet—all were greatly enjoyed. The beautiful ceremonial honoring the Founders, directed by Dr. Dorothy Johnson, was especially effective and impressive.

The address of the International President, "Quest for Greatness," delivered with the sincerity which is characteristic of Miss Hiller and with the charm and dignity that she brings to her high office, was highly inspirational. These dangerous times are also times of challenge, Miss Hiller said, and Delta Kappa Gamma should be alert for the opportunity to rise to greatness. She urged members to seek women for membership who are capable

of greatness, to help them develop the greatness which will mark them as leaders in their profession and in the Society, and to continue to search for the greatness that shall help members, both now and in the future, to make some fine contributions to education in America.

In conclusion Miss Hiller gave the splendid news that Miss Sara Rives of Kentucky, the immediate past Northeast regional director, was to be honored with the Society's Achievement Award for 1959. Prolonged and enthusiastic applause interrupted the reading of the citation as members recognized the recipient from the description given.

The beautiful music contributed by members of the Hartt School of Music, the decorations and ceremonies, as well as the smooth functioning of the registration and the care with which everyone performed her part in the complex of the Conference, added much to

the pleasure of renewing friendships, discussing problems, and having the thrill of near acquaintance with the international leaders of Delta Kappa Gamma.

To Miss Ethel McCormick, Northeast regional director; to Mrs. Miriam Underhill, general chairman; and to all who made the Conference so meaningful and inspirational, as well as to the courtesy and cooperation of the Statler-Hilton Hotel, credit is due. Connecticut is proud to have been the hostess state and grateful to all from other states of the region and to those from the international office who contributed so much to the success of the Conference by their able assistance.

The Northeast Regional Conference of 1959 proved that Delta Kappa Gamma is in truth a spirit—the spirit of friendship, cooperation, concern for the cause of education, and aspiration for the fulfillment of the purposes of the Society.

A Prayer

SLOW ME DOWN, LORD

Ease the pounding of my heart by the quieting of my mind.
Steady my hurried pace with the vision of the eternal reach of time.
Give me, amidst the confusion of my day, the calmness of the everlasting hills.

Break the tension of my nerves with the soothing magic of the sighing streams.

Help me to know the magical restorative power of sleep.

Teach me the art of taking minute vacations—of slowing down to look at a flower, to chat with a friend, to pat a dog, to read a few lines from a good book.

SLOW ME DOWN, LORD—and inspire me to send my roots deep into the soil of life's enduring values. Amen.

Used in Mrs. Eunah Holden's Regional Conference speech, "Women of Vision." Reprinted from January, 1959, issue of *Colorado School Journal*.

Northwest Regional Conference

Plenty Good Medicine

by Catherine Nutterville

PLENTY Good Medicine" was made by all of the "tribes" attending the Northwest Regional Conference of The Delta Kappa Gamma Society at Many Glacier Hotel in Glacier National Park June 25 to 28, 1959. Miss Helen Adams, then president-elect for Alpha Mu State and conference chairman, sounded the "Good Medicine" in her brief welcome to the 242 members from all the Northwest states and others from as far away as Florida, Texas, and New York.

"Opening Doors on Tomorrow's World," the theme of the Conference, was well developed in the keynote address by Miss Mabel McKee, member-at-large of the Administrative Board, at the dinner on Thursday evening. Her title was "I Smell Smoke!" Miss McKee sees greatness and balance and poise in the work of Delta Kappa

Gamma as our members dispel the smoke of apathy with a "generous capsule of uniting women teachers of the world in a genuine spiritual fellowship." She said that the "time for greatness in Delta Kappa Gamma is to be met when we answer the challenge! How great is our faith in the future?"

At the breakfast meeting on Friday morning Miss Edith Hunt, Montana's past state recording secretary, continued to emphasize the theme of the Conference by recognizing that the future can be evaluated only in terms of the achievements of today and said, "It is only as our records are used that they serve the chapter."

Miss Catherine Rathman, Northwest regional director, officially opened the Conference at the Friday morning session. Montana's welcome was extended by the state president, Miss Lulu Barnard, who called attention to the tranquillity and inspiration to be had among "these everlasting hills."

Dr. Catherine Nutterville is a professor of education at the College of Great Falls, Montana.

The Conference was carried through from beginning to end by calling upon the talents of the members in panels and "schools" where problems were analyzed, resources were recognized, and solutions were sought. A rapid survey of the program shows fifty names listed. Added to these were the many participants from the floor who challenged, supplemented, and enriched the discussions. This resulted as a climax to long, thoughtful, and courageous planning on the part of Miss Rathman and the conference chairman, Miss Adams, and their fine qualities of leadership, which brought together a cooperative meeting where work, thinking, singing, and honors were shared and enjoyed by everyone.

The first panel had the topic, "What Are Tomorrow's Problems?" In order to attempt a solution of the problems of tomorrow, the panel agreed that we must (1) determine what these problems will be and (2) know our resources. Areas in which these problems may be challenged are scholarships, the professional status of women, teacher welfare, expansion, and integration.

Subsequent panels "opened doors to better chapter meetings and activities" and projected members' thoughts into the future "with doors wide opened."

The Birthday Luncheon honored Delta Kappa Gamma's Founders with a beautiful ceremony. The speaker, Mrs. Eunah Holden, international executive secretary, was

presented by Miss Alice Lausted, former Montana state president. Mrs. Holden's subject was "Women of Vision." Stressing that our Society was organized first for self-improvement, the speaker emphasized that Delta Kappa Gamma has a history of looking into the future, recognizing that "fields of knowledge grow unevenly"; that "power influences can pull a curriculum or a program off balance"; that "mediocrity in any form is corrosive." She said that Delta Kappa Gamma members "must always be people who are more competent, more hopeful, more holy. We need an aristocracy of mind and soul. We need women of vision to meet the needs of the future."

As the various sessions of the Conference developed, reports were heard from committees on the international level. International President Ola B. Hiller, reporting on the importance of the work of the Committee on Scholarship, both regular and special, stressed the need to send the contributions for the Special Fund to Headquarters as early as possible. She also emphasized that chapters and states should encourage members to apply for the regular scholarships—the Annie Webb Blanton, the Berneta Minkwitz, and the M. Margaret Stroh—as well as the Special Scholarships for 1960. She called attention to the thought that many hesitate to apply because they feel that someone else may be more needy or more worthy. The result is that the Committee members

often believe that the field of applicants is too narrow. Miss Hiller urged that more members send in their applications for scholarships and that in preparing their applications they make the best possible case for their selection.

The Committee on Nominations, through a message to Miss Rathman, urged members to give thought to nominations, stressing the fact that our leadership will have heavy responsibility and that we must have our sights on choosing women with ability to discharge responsibilities as well as honoring our friends.

The Committee on Pioneer Women reported through its Northwest Region member, Miss Lela Stephens, that chapter and state chairmen of that Committee should be appointed from those who have time for research. Materials should be filed and sent on to the successor and kept available for use in programs and biographies.

The Committee on Special Scholarships for 1960 reported through its Northwest member, Miss Hazel Healy. Miss Healy emphasized two needs: (1) (also stressed by Miss Hiller) to get the money to Headquarters by January 1, 1960, and (2) to get the state applications in by February 1, 1960, because they must be approved by June 1. The recipients may begin study in 1960-1961 or 1961-1962.

The banquet honoring the Presidents climaxed the Conference, and International President Ola B.

Hiller lighted the spark projected by Miss McKee in her keynote, "I Smell Smoke." Miss Hiller said, "Since the decisions which we must make today will have vastly greater effect upon the destiny of mankind than those made in any other era of human history, the response of free peoples to the educational task that faces them is vital. Delta Kappa Gamma members must assume a role of leadership in finding solutions to the problems of education today. We must make it our job to understand economic, social, political, and educational issues and become crusaders in helping others to understand them too."

At the Sunday morning meeting Elsie Lindgren, international second vice-president, brought the Conference to an inspirational close when she spoke on "The Verities"—the glory of action, the bliss of growth, and the splendor of beauty.

Saying that the Conference at Glacier was comprehensive does not tell the story. The extent of its deliberations spelled a new day for Delta Kappa Gamma in the Northwest. From the newly elected chapter member to the International President—242 members from Alaska to Iowa, from Minnesota to Oregon worked together for four days, enriching their concepts of Delta Kappa Gamma and broadening their purposes and strengths in carrying out the professional program that the Society embraces. It was Good Medicine!

Southeast Regional Conference

World of Tomorrow

FROM the moment Miss Madge Rudd, immediate past director of the Southeast Region, opened the Conference program with her description of the "World of Tomorrow" until its close with President Ola Hiller's inspirational address, "Quest for Greatness," the Southeast Regional Conference brought to those in attendance information and challenges concerning the various phases of Delta Kappa Gamma's program focus and committee work.

In picturing "the world of tomorrow" Miss Rudd said, "We are moving at a headlong pace into an age of science and technology that will soon make the world of 1959 an old, premature world. We must develop the habit of living with change, for the world of tomorrow will be quite different from the world of today." After describing the predictions scientists are making for the future, Miss Rudd spoke of the increased cost and destructiveness of war today and tomorrow as compared with ages past and stated, "Whether scientific discoveries are used to build a greater world or to destroy the world depends upon the knowledge,

attitudes, and understandings which teachers develop within themselves and within those they teach."

She closed her address with the words: "I challenge you to take yourself out of the realm of the ordinary—have faith to do what you know you can achieve. Live outside your ruts, not in them. Step through the wide-open doors with Delta Kappa Gamma into the wonderful, changing, challenging world of tomorrow."

During the first day of the Conference, a panel under the leadership of Mrs. Norma Smith Bristow of Alabama, past national president, served to give an opportunity for representatives of various Delta Kappa Gamma committees to report to the Conference on their respective activities and to present a brief view of plans for the coming year. The discussion of the work of the committees was tied in with the purposes of the Society.

A symposium under the direction of Miss Frances Bray of the international Committee on Membership brought to the Conference discussions of pertinent questions and problems dealing with membership and expansion. Topics

discussed were: "The Need for Adequate Membership Records," Miss Alyse Morton; "Constitutional Provisions Concerning Quota," Mrs. Ruth Thomas, international parliamentarian; "Patterns of Expansion," Dr. Edna Parker; and "A Membership Council in Action," Miss Maudie Cook.

The Thursday evening address of Mrs. Eunah Temple Holden, international executive secretary, on "Women of Vision" continued the challenge of the opening session as she described in detail the activities of Catherine Beecher of the nineteenth century, who gave thirty years of her life to founding a system of women's seminaries and colleges to prepare women to teach; Dr. Ethel Percy Andrus in her work today with the aging; and Dr. Annie Webb Blanton. She stated in summary: "Vision entails having a thorough knowledge of present conditions, the ability to analyze unsatisfied needs and to project a plan which can reasonably be attained, and the courage to strive mightily for these ends."

The two Friday morning programs, which brought outstanding speakers to the Southeast Conference, dealt with the program focus of Delta Kappa Gamma for the next two years.

Dr. Edna Parker of Florida presented Dr. Edith S. Greer of the United States Office of Education, a member of the international Committee on Research, as speaker on the topic "Strengthening Our Educational Program."

Dr. Greer gave an over-view of education in the United States today, pointing out some experimental studies that have been carried out recently. She mentioned from here and there across the country experiments in various types of pupil grouping in elementary schools, new methods and materials used in the teaching of modern languages, increased interest in the use of varied materials for different children, and several types of accelerated programs on the secondary level. She cautioned concerning the need to maintain a balanced program in spite of the present strong emphasis on mathematics, science, and languages through the aid provided under the National Defense Education Act and, moreover, the need for developing and strengthening guidance programs—also made possible under this same act.

Following Dr. Greer's talk, a panel, consisting of Dr. Mary Witt of Florida State University; Mrs. Norma Smith Bristow of Alabama; Mrs. Helen Henderson, Arkansas state president; and Miss Cleo Rainwater of Tallahassee, by their questions and comments brought out additional accounts of research recently carried on in the Southeast Region. There was general agreement among the group that in planning for tomorrow: (1) educators should be prominently in on the planning; (2) educators should continue to examine the findings of research and apply those which have the greatest value for children

and for students; and (3) educators must accept the challenge of discovering new solutions to the problems of education.

The program focus of the Society for 1960-1961, "Understanding Unfamiliar Cultures," was the subject of an excellent symposium presented by Miss Frances Finley, member of the Committee on Intercultural Relations.

Miss Finley introduced four speakers and their topics, as follows: Dr. Marian Black of Florida State University, who spoke on "An Adventure in the Unfamiliar"; Mrs. Mae Knight Clark of Coral Gables, writer of social studies texts for Macmillan, whose topic was "The World Is My Neighbor"; Miss Eva Gardner, state editor for Georgia, on "Down Intercultural Trails with Chapter Members"; and Mrs. Alyce Billings Walker, director of the Women's Department of the *Birmingham News*, on the topic "Israel—Pressure-Cooker of Cultures."

Dr. Black's "adventure" consisted of serving as coordinator for a group of foreign teachers who studied during the past year at Florida State University. As their coordinator, she not only planned their class work but also managed and participated in their social activities and their trips throughout the state. She pointed out the great increase in intercultural understanding which came to these people through living in American homes during their stay in this country and the great value to her

of this close association with the visitors, especially through the activities outside the classroom.

Mrs. Clark, recently returned from a trip around the world for the purpose of gathering material for a revision of her books, pointed out that differences among peoples are very great and that we tend always to evaluate them against our own background. This, of course, makes understanding quite difficult, while at the same time it is so important. She emphasized: "People have a right to be different, but all have the same drives, needs, and emotions . . . International relations are not easy, but they are imperative . . . Delta Kappa Gamma should take up the challenge."

Miss Gardner urged chapters, as they begin their planning for 1960-1961, to implement Delta Kappa Gamma's seventh purpose by understanding and cooperation. She gave a number of practical suggestions for study and projects designed to accomplish this aim.

Just returned from her second trip to Israel, Mrs. Walker gave a review of the history and background of the present State of Israel, followed by an account of the changes she observed as a result of her two trips four years apart. She mentioned the development of compulsory education, the importance of work in the life of the people, the attention given to the development of music, drama, and the dance, and the establishment of a library system which is "fine and wide." She also described the

problem of numerous languages in a country so small and the attempts to meet their problems and to fuse from the many cultures, a new one.

At the Birthday Luncheon, which centered around scholarships, Dr. Elenora A. Cawthon of Louisiana Polytechnic Institute brought a fresh approach to the scholarship program in her address entitled "Scholars and Ghosts."

Even as Bernardo of Shakespeare's *Hamlet* said, after the appearance of the ghost, "Thou art a scholar; speak to it, Horatio," so, according to Dr. Cawthon, the members of Delta Kappa Gamma, being scholars, must speak to the ghosts which beset any scholarship program from every side.

Some of the ghosts mentioned by Dr. Cawthon as likely to enter as enemies of Delta Kappa Gamma's scholarship program are: "if only," "scholarships and grants go begging every year," "sometime — not now," "intellect versus all-around development," "let George (perhaps in our case, Georgia) do it," and "let's put our dollars where they show the most." Not all of these ghosts can be expected to appear in each chapter of Delta Kappa Gamma. "But, if any one of them appears in your chapter," said Dr. Cawthon, "Thou art a scholar; speak to it."

On Saturday morning a panel on publicity brought to the Conference, in addition to Miss Anna Van Kuren, chairman of the international Committee on Publicity, three guest participants: John Kent and

Charles Brennan of New Orleans, both specialists in the field of publicity, and Clayton Rand, newspaper editor and author of *Gulfport*. The panel brought valuable information and suggestions for the handling of chapter publicity.

Saturday night, with its beautiful and traditional banquet and its message from International President Ola Hiller, marked the climax of the Southeast Regional Conference. In her address, "Quest for Greatness," Miss Hiller stated: "When we think of greatness, we are not thinking of fame, nor prominence gained by modern methods of trying to impress the public mind; we are thinking of the true goals of greatness." These goals, said Miss Hiller, are "the eternal virtues which measure the character of an individual or group: the right use of our united strength to carry hearts along the road toward worthy goals, and the vision and ability to create and implement greater designs for the growth of our members and the benefit of all mankind."

Miss Hiller said that as a group teachers are negligent in their study of professional problems just as American citizens are careless about exercising their voting privileges. She called for "effective work in the Organization, which," she said, "can do much to increase understanding of professional problems and to develop informed leadership."

Following the address, a brief candle-lighting service brought the

purposes of the Society into sharp focus as the closing note of the Conference.

It was a great privilege to have the Achievement Award of the Society conferred upon Miss Sara Rives of Kentucky, immediate past Northeast regional director, at the Southeast Conference. Miss Rives, a native of Louisiana, was attending with friends of the Southeast Region. The secret had been well kept by Northeast Region Conference participants, who had been sworn to secrecy by Miss Hiller when she read the citation so that they might share in the pleasure of

this honor conferred upon their past regional director.

The enjoyable social events of the Conference were a Seafood Jamboree, which provided plenty of fun and fellowship and more shrimp than anyone could eat, and Mississippi Night, the evening preceding the formal opening of the Conference. Early arrivals had the privilege of hearing the Keesler Chorus and seeing some of the lovely young ladies who had participated in the recent contest for the choice of Miss Hospitality of Mississippi.



... But the "know" is not enough. How to get the concepts working in the classroom is the crucial problem for all of us. This great void between "the know" and "the how" needs to be thought through. Do we believe "we learn by doing"? Then let us in our everyday work with children apply the knowledge of child growth and development, the findings of research which are available to help us.

— Jennie Wahlert

"Hear Ye Young Teachers"
Childhood Education, March 1959.

Southwest Regional Conference

Questing Hearts

by Ruby Scott

The patterns of life where searching minds
May enter the vast unknown;
Only to those of questing hearts
Will the open door be shown.

—Alice Butts, Arizona

MORE than five hundred questing hearts were shown opening doors into new facets of education, doorways into new visions of Delta Kappa Gamma purposes and goals, and doorways into fresh inspiration and enthusiasm when the Southwest Regional Conference opened its doors to members from eleven states at the Mayo Hotel in Tulsa, Oklahoma, August 10 to 12. The fine spirit of professional fellowship which characterizes all Delta Kappa Gamma gatherings gave warmth and depth of feeling to every general session and every section meeting.

The doors of inspiration and information opened on Monday morning at the first general session, when Dr. B. June West of Portales, New Mexico, presided graciously in her official capacity as director of the Southwest Region. She introduced Miss Alida Parker, immediate past president of the California state organization,

who served as moderator of a panel composed of outstanding Delta Kappa Gamma leaders who presented the Conference theme, "Opening Doors on Tomorrow's World," in a challenging discussion. Setting the pace for the entire conference, the discussion moved swiftly and smoothly, the speakers presenting new visions of a changing world and challenges of the future. Throwing the door wide open, the panelists laid the foundation for further development of the Conference theme as they reasoned concerning various phases of legislation, intercultural relations, teacher welfare, recruitment, scholarships, research, and community service—all in relation to Tomorrow's World.

The dominant note throughout all the discussions seemed to be the one word, *change*: the *recognition* of change, the *acceptance* of change, and the *challenge* of change. Panel members pointed out that changes of the present are more rapid and far-reaching than those in former centuries and that

Mrs. Ruby Scott is managing editor of the *Oklahoma Parent-Teacher*, the official organ of the Oklahoma Congress of Parents and Teachers.

each year it takes less time to accomplish the "impossible." Defining some of the changes, they reminded members that society in Tomorrow's World will be a change from rural to urban; that the population will change—larger proportion of both young and old; that the World of Tomorrow will be one of automation: speed tubes, moving traffic belts, space travel. There will be many changes in educational pursuits.

Images of the future were more clearly defined and analyzed in group meetings. Under the topic "Opening Doors Through Informing Ourselves" panels of leaders presented dynamic discussion concerning the future of elementary schools, of high schools, of intercultural relations, of selective recruitment, and other phases of interest. Members learned that Delta Kappa Gamma's responsibility to this World of Tomorrow has many faces. In achieving worthy success, individual members must bear the responsibility as well as the Society as a whole.

Applying the theme to chapter responsibility, Mrs. Eunah Holden, international executive secretary, inspired her audience when she addressed the General Membership Breakfast on the topic "Helps and Hints." She discussed the fundamentals of procedure and said that in month to month meetings, as well as on all levels, we should meet the changes head on. She opened doors to the importance of a high standard of yearbooks,

bringing new vision of the relationship between program and attendance. Pointing out the importance of the international program focus, Mrs. Holden stated that the yearbook should so reflect this focus that the developmental pattern of the program would be obvious even to a stranger. Emphasis was also placed upon the careful selection of chapter members, proper division of over-large chapters, and importance of official initiations.

Addressing the Birthday Luncheon, which honored the Founders, Mrs. Holden spoke on the subject, "Women of Vision." She stressed that the "near look and the far vision" are necessary to meet the challenges of Tomorrow's World. Giving examples of outstanding women in the history of education, as well as the Founders, the speaker said that these women of the past attained significant achievement through vision coupled with determination. Discrimination against women in teaching as well as in other fields was battled by these leaders who analyzed the needs of their times and had the courage to carry out the methods needful to solve problems. Mrs. Holden admonished her hearers to support women in administrative positions today.

Mrs. J. Maria Pierce, past national president and former Southwest regional director, presented a glimpse into the vast possibilities of successful living in her address "The Key Is in Your Pocket." Said

Mrs. Pierce, "Enthusiasm is the pass-key to life. The enthusiastic person is self-confident, is not critical, is possessed of dreams that become realities." She pointed out that pessimism and enthusiasm cannot dwell together in the same house and urged all to use their pass-key to life, which "is in your own pocket."

The international program for 1959-1963 was ably discussed by Miss Yvette Rosenthal, chairman of the international Committee on Program, who suggested more depth of thought in chapter program planning, reminding the members of the definite obligation for planning according to the recommendations of the international Committee. A minimum of four or five programs each year should be based upon the international focus for the year.

The program of the closing session was a panel which summarized the Conference and was moderated by Miss Moita Davis of Tulsa. Miss Davis and her four panelists highlighted the speeches, panels, and group meetings, coordinating the information and inspirational thoughts in an effort to enhance understanding of the Society in relation to Tomorrow's World.

Climaxing the entire meeting was the banquet session when the group heard the international president, Miss Ola B. Hiller, speak on "Quest for Greatness." She explored three areas in which the Society can further this quest:

1. the creation and nourishment

of a diversified and dynamic membership through the development of a strong program of work at the chapter level and a positive approach to the problems of education and human relationships

2. service outside the Society that will not attempt to duplicate the efforts of other professional, social, and civic groups

3. humanness—the very foundation of our first purpose—without which the areas of membership and service are without meaning.

"The main problem of education today," Miss Hiller emphasized, "is not intellectual; it is the problem of making humanness a part of all we think and do" . . . "Some of our philosophers have referred to our need today to conquer *inner space*" . . . "No machine can ever replace the humanness of a good teacher. If we truly represent the best among women educators, we face our greatest challenge."

Other leaders present for the Conference and taking part were Miss Ray King, the only Founder in attendance; Miss Katherine Glendinning, Mrs. Helen Coover, and Miss Phyllis Ellis, former Southwest regional directors; Miss Helen Hinshaw, international editor; Miss Allece Locke, member of the international Committee on Scholarships, and Miss Edna Donley, *McCall's* Teacher of the Year.

Out of state members will long remember Oklahoma's true Western hospitality; they will recall the tours to historic spots, rich in Indian lore and poignant atmosphere

of pioneer days. They will remember Tulsa, too, the busy progressive city noted not only for its connection with the oil industry of the world but also for its museums, rose gardens, art centers, and other cultural facilities.

Among the lighter moments was also Fun Night, which brought much real entertainment. Members from Hawaii added color to the evening, presenting unique gifts from their beautiful state and entertaining after the program with delicious refreshments brought all the way from Hawaii.

The music of the Conference must be mentioned. One speaker urged more group singing and music at chapter meetings, and the importance of the admonition was evident in the warmth of fellowship engendered by the outstanding music of the Southwest Conference. Under the able leadership

of two Oklahoma musicians, Mrs. Mary Nichols and Mrs. Faye House, members lifted their voices in melody throughout the meeting.

All are indebted to Oklahoma leaders who planned the local details so well: Miss Mary Belle Sullivan, immediate past president of Gamma State, who served as general chairman; Miss T. Edna Bewley, state vice-president, who was co-chairman; and Miss Mary Bailey, Gamma State president.

Ending on a musical note, how better to sum up the Open Door Conference than by the words of one of our songs, "The Delta Kappa Gamma Key":

We love the Key that locks
Our hearts in service true,
Our labor, love, and loyalty
Are each for all and you!

The Key that locks our hearts
As one in duty's call,
Reminds us of our sacred pledge,
The Work of Each for All!



Be not content with the commonplace in character any more than with the commonplace in ambition or intellectual attainment. Do not expect that you will make any lasting or very strong impression on the world through intellectual power without the use of an equal amount of conscience and heart.

—William Jewett Tucker to
students at Dartmouth over
fifty years ago.

Citation for the

1959 Achievement Award

by Ola B. Hiller, International President

TO BE invited to membership in The Delta Kappa Gamma Society is acknowledgment of a woman educator's potential service and leadership. To be selected as the recipient of the Society's annual Achievement Award is recognition of the high degree to which she has fulfilled the responsibilities of membership at chapter, state, and international levels. The Society's tribute to such a member is a golden pendant, symbol of distinctive service.

The woman whom we recognize this year is eminently worthy of this high honor. With sympathetic understanding of human frailties and warm responsiveness to the needs of others, she gives selfless service to children and adults in both her professional and community life. These qualities of humanness have endeared her to educators and laymen throughout her state.

As teacher and administrator she is forthright and fair, expecting

nothing of others that she would not do herself. She is kind but firm, insisting that each child or teacher accept responsibility for improvement of self and society. She possesses a zest for life, a generous spirit, and a rare sense of humor that springs from a real love for humankind.

Her devotion to The Delta Kappa Gamma Society has been expressed in service on numerous committees at chapter, state, and international levels; as chapter and state president and national

second vice-president; as a member of the Planning Council for the Committee of 52; as speaker at many area meetings and state conventions; and as immediate past Northeast Regional Director.

With love and appreciation, we present the 1959 Achievement Award to Sara Rives, whose inimitable spirit fosters the genuine fellowship so important to The Delta Kappa Gamma Society.



"While with Encircling Might--"

by Ola B. Hiller

I have sought beauty through the dust of strife,
I have sought meaning for the ancient ache,
And music in the grinding wheels of life;
Long have I sought, and little found as yet
Beyond this truth: that Love alone can make
Earth beautiful, and life without regret.

—Arthur Stringer
"The Final Lesson"

The Woman in the Rain and Other Poems
Little, Brown and Co.

THESE lines by Arthur Stringer have become more and more meaningful as I have met with Delta Kappa Gamma women from sea to shining sea. The dream, born in the mind of one woman educator, has spread with encircling might to claim nearly sixty-eight thousand members in fifty states, the District of Columbia, and five Canadian provinces.

As a teacher and administrator in the early years of this century, our Founder, Dr. Annie Webb Blanton, saw gross professional and social injustices practiced against women in education. Perhaps this, more than any other single factor, motivated her dream of an organization to recognize women educators, to unite them in a genuine spiritual fellowship, and to inspire them to use their united strength

to protect their professional interests and to become intelligent functioning members of a world society.

Little did Dr. Blanton know that thirty years later the Society, born of her dream, would face challenges involving the very survival of humankind. For, as Dr. Albert Schweitzer has pointed out, the world in which nature controlled man has now become one in which man has learned to control the forces of nature—before he has learned to control himself. It is ironic and tragic that the only creature capable of understanding and controlling his environment has become the greatest threat to his own survival.

Harrison Brown, the brilliant scientist who worked on the production of fuel for atomic bombs—now professor of geochemistry at California Institute of Technology, has said, "I do want to make clear the fact that we are called upon today to make decisions which will

In answer to requests from many members and in lieu of the President's page in this issue, Miss Hiller has submitted the speech which she gave at State Conventions during 1958-1959.

have vastly greater effect upon mankind's destiny than any decisions which have thus far been made in the course of human existence. No decisions which Alexander the Great or Caesar or even Hitler could possibly have made could have determined whether mankind as a whole would live or die. They could make decisions which could determine the destinies of their own civilizations and cultures. These decisions could result in a speeding up or slowing down of progress. But no decisions within their power could have excluded the later emergence of new civilizations. No decisions on their part could have resulted in the destruction of the greater part of humanity By contrast, the decisions we make today, if they are wrong, can result in exactly that."¹

This is why, as free peoples continue the race for scientific and technological supremacy, they must strive also to win the hearts and minds of men. Every person who believes in individual liberty and human worth must be concerned in this struggle.

Educators, especially those recognized as leaders in their profession, must reaffirm the faith of those who established free, public, universal education. We must share the responsibility as well as the destiny of those who would keep us free. We must prove that our

unique contribution to the progress of man lies not in our wealth, our technical development, nor our weapons of destruction, but in our system of education that gives every child an opportunity to become something better than he is—education that frees each individual to develop the capacity to create a better life for himself and his fellowmen. Our challenge has never been so great nor our response so vital to the way of life we cherish.

How shall we face this challenge that thrusts itself upon us in a time when building and teacher supply cannot keep pace with the rapidly increasing enrollments in our schools and colleges? How did our forebears accept the task of forging a nation from "the tired, the poor, the huddled masses yearning to breathe free" who sought opportunity at our golden door? How did they encourage the talents and the ingenuity that gave us the highest standard of living ever known? How did they inspire our youth to fight and die on this and foreign soil that men might live free? Four lines from a play by a contemporary writer, Christopher Fry, come to mind:

"Thank God our time is *now* when wrong
Comes up to face us everywhere,
Never to leave us till we take
The longest stride of soul men ever took."

(*A Sleep of Prisoners*, Oxford
University Press, 1951)

This is the spirit in which we must turn ourselves to the challenge. Just as earlier educators developed methods to meet the needs of their

¹Lecture given in the Gideon Seymore lecture series at the University of Minnesota, 1958

generations, so must we create the skills and techniques to serve the needs of our times.

Perhaps it was for our time that the seventh purpose was written into the Constitution of our Society: "To inform the membership of current economic, social, political, and educational issues to the end that they may become intelligent, functioning members of a world society." Our leaders have frequently told us that we have done little to further this purpose. We shall fail miserably as a Society if we neglect it now. If we are truly worthy of the honor attached to membership, we shall accept a role of leadership in finding solutions to problems of education today. We shall make it our job not only to understand economical, social, political, and educational issues but also to become crusaders in helping others to understand them, too.

One of our major tasks is to create a united profession. I quote from an editorial in *The Journal of Teacher Education* of June 1958 entitled "A Time for Statesmanship":

If there is such a thing as a teaching profession in the United States, now is the time to demonstrate that fact. Now is the time for a vigorous application of professional attitudes and knowledge and experience to this whole question. The time has come for educators to demonstrate that when the chips are down, there can be unity of purpose, if not agreement concerning the precise means of achieving that purpose.

The author is saying, I think, that we have to get rid of our strife and jealousy and scapegoat policies between elementary and secondary teachers, between classroom teachers and administrators, between the colleges and public schools, and between the liberal arts colleges and the schools of education. We have to realize that we are engaged in the same vital work. It matters not at what level or in what subject field we teach or supervise, we are all dealing with human minds and hearts. We are all striving to create not only a world but a universe worth living in and worth living for.

By failing to achieve unity, we have kept teaching from becoming a real profession; by failing to stand together, we have presented to the public a house divided against itself. Our division of loyalties keeps us and the public confused not only about our professional status but also about the goals of education which they are asked to support.

It is sad but true that many of us are guilty of constantly complaining about every facet of our work, and we are never careful about where we do our complaining—perhaps it is in the beauty shop, the restaurant, or on the bus. We hark back to the good old days when discipline was easier—when fewer of the problem children stayed in school. We find fault with experimental projects, turning thumbs down on them before they have half a chance to succeed. We express fears of lowering

professional standards—and those who talk loudest often are teachers who have refused consistently to use a new teaching tool during the past quarter century.

What I am trying to say is that we have cause to be concerned about teacher welfare, but we cannot expect the public to be concerned until all members of the profession begin to take a positive view of teaching—until we ourselves stop criticizing the work of our fellow teachers and blaming administrators and teacher training institutions for the plight of our schools.

Even in school systems where teachers have a voice in developing policies and procedures, where the salaries compare favorably with the best in the nation, where in-service training opportunities are limitless, where every administrative position is advertised to staff before others are considered, where creative teaching and educational leadership are encouraged at every turn, where many pilot projects are tried on a small scale and adopted on a larger scale only if they prove effective, there are teachers who criticize everything that is done—who sow seeds of doubt in the minds of citizens constantly. Wherever I go, I find too many teachers taking a negative view toward administrators, toward their jobs, toward their communities. I submit that we can never build a profession until we do something about our own attitudes.

It seems to me that Delta Kappa Gamma can do much to provide leadership in creating a genuine profession, for within our triangle of light, women educators, from kindergarten through graduate school, have placed candles signifying a triple pact which binds us in our work of each for all. Within our chapters, our states, and our international organization, we learn to respect each member for what she is and for what she does. We gain from each other new understandings, new concepts. We achieve a spiritual fellowship that gives greater meaning to life as we live it. More of this respect, understanding, and fellowship is needed among educators of all levels. We are in a unique position to fulfill this need.

A second major task facing us in these times, and upon which we must continue to work, is to gain public support for the kind of educational program our people want. But before we can gain this support, we have to help them decide what they want. So many so-called educational experts have maligned our schools and colleges that, at this point, many citizens are unable to say what they believe our educational program should achieve beyond the teaching of the fundamentals.

Certainly we must assure the public that one of the school's major responsibilities is to give children and youth an understanding of liberty and the foundations upon which our people have built

this way of life. We must help them to understand that training technicians and scientists is only part of the job—that human survival depends upon knowing what life is for. This we learn chiefly from the humanities and the arts. We need to explain what we know about how children learn so that laymen will not expect all pupils to achieve in the same degree or at the same rate.

As selected members of the educational staffs in our communities, dedicated to high purposes and pledged to loyalty and service, we are particularly well-equipped to share the task of gaining public support. The current citizen interest in education gives teachers a better opportunity than our generation has ever known to translate that interest into constructive action in support of schools. We shall never do this, however, unless we involve parents and citizens in activities in which they become partners with teachers in providing maximum opportunities for children and youth.

Schools can serve the community and the nation only to the degree that citizens will support them. Schools can demand and expect high quality work from students only if parents demand and expect it, too. Let the people work with the professional staff in the schools; let them see the needs and the concern for each child; let them acquire a feeling of ownership and responsibility; let them share that sense of belonging which is a

fundamental need of every individual. Then the creative American spirit will build a school program comparable to its industrial and scientific achievements. Then schools and homes will build persons as effectively as industry builds gadgets. Then the teaching profession will enjoy the prestige which it justly deserves.

Many gains in services to children are possible when teachers know parents and invite them to share in school activities. With parent understanding of school problems comes a more receptive attitude toward curricular changes and experimental programs. It encourages greater financial support of educational and civic improvements. It gives community citizens a deeper appreciation of teachers and their importance in the preservation and strengthening of American life. Most of all, it helps each individual teacher or parent to see himself in relation to his family and his community, to measure his own worth by other than material standards, to feel satisfactions in human fellowship and common endeavors. Then he begins to find the answer to life as it was meant to be lived—to gain some understandings of what it means to be a person. He adds depth and dimension not only to his own personhood but also to the moral fibre of his community.

Bonaro Overstreet has reminded us that the solution to the problems that beset mankind will come from

the making of persons who have learned: He saves his life who loses it in concern for his fellowmen—who often and willingly says, "Here am I. Send me." The neighborhood community school provides the climate for the building of responsible citizens who are more concerned for the welfare of others than for material gain. Such a program encourages the financial support that schools so desperately need.

It serves a higher purpose, too, for in such a climate, teachers become people. Community citizens see us as persons with human hopes and fears, understanding man's struggles, his pride, his shame, his courage, his joy. They see us giving dedicated service to their children. They see us facing up to the personal implications of our calling. They respond to the faith we place in them as parents. We are no longer unapproachable teachers. We are neighbors and friends . . . persons to be trusted. Each of us needs this kind of community recognition. We need to realize that what we are speaks more loudly than what we say. Only by examining ourselves in the light of our relationships with others can we discover what we are.

Parents and teachers must find this meaning for their lives before they can help children begin the search. Citizen-teacher cooperation offers the best hope for building the common understanding and guidance needed for this task. With this kind of community understanding, the matter of class loads, adequate

salaries, teaching aids and services will be settled satisfactorily.

The third necessity for key women educators in this era of unprecedented scientific and technological development is to assert strong leadership in planning and directing the curricular and organizational changes that must come to the school and college programs.

In these days when increasing enrollments will demand two million new teachers within the next ten years, we must explore every available means to offer better education for more children. Is it better education to fill the classrooms with unqualified or mediocre teachers or to experiment with ways of relieving good teachers of routine tasks so that they can challenge and inspire a larger number of pupils? Don't we have an obligation to see what can be done with teacher-aides, with television, with volunteer parent help for non-teaching duties, with cadet teachers, with field cooperative teacher training programs?

If we are going to gear our instructional program to the needs of all children, must we not be eager to develop excellent programs for the mentally and physically handicapped? for the gifted? for the low achievers who have normal intelligence but who, for some reason, have failed to keep up to grade level? Must we not explore a work experience program for those who can benefit most from a working-learning situation—and a

cooperative training program which sets up an earning-learning possibility for students who need financial help?

With our greater understanding of how children grow and how they learn, are we not obligated to evaluate our methods and materials constantly and to try new ways of working with children? I am thinking of greater use of community resources, of use of modern teaching tools, of newer organizational plans for instruction. Delta Kappa Gamma women must be on the front lines in this development to provide for individual differences and to make use of new teaching tools and methods.

In our childhood few of us traveled beyond the boundaries of our state or country. The majority of us are teaching in the states of our birth. Today's children will seek careers in distant lands which now have become as accessible as neighboring states. What kinds of attitudes toward other people are we giving them? Teeming millions in underdeveloped countries are clamoring for their fair share of human comforts and opportunities. Until they get a better standard of living for themselves and their children, peace will not come to this earth. How well are we preparing our young people to accept responsibility and leadership among peoples in underdeveloped areas of the world?

How daring are we in trying new techniques, in extending our

interests beyond the four walls of our classrooms, in taking advantage of further training to prepare for some of the administrative and supervisory positions in the public schools and colleges of our nation?

You will be hearing more and more of a great, new scholarship program adopted by the International Convention in Minneapolis in August, 1958—a program to motivate and help fifty-six members to continue graduate study. Greater implementation of our fifth purpose can help meet the challenge which our people face in the days ahead. Fifty-six \$2,500 scholarships sound tremendous! Actually, it is one dollar per member per year during the next biennium—or, as one member put it, it means going without four pieces of pie a year. If we are truly interested in the welfare of women educators, we will meet this goal and prepare fifty-six women for positions in which they can contribute greatly to the improvement of education and teacher training. Our time of crisis demands personal and financial dedication. Is it too much to give in the interest of women in education? Is it too much to give for the improvement of teaching? Is it too much to give for the survival of human freedom and dignity? I am sure the success of our scholarship project in 1960 will give a resounding "no" to these questions.

A statement by Margaret Mead in a recent *Harvard Business Review* stimulates thought about

a fourth essential for today's teachers. She stated the most vivid truth of this age in these words: "No one will live all his life in the world into which he was born, and no one will die in the world in which he worked in his maturity."

She was speaking of the need to learn new skills, to acquire new knowledge through a whole lifetime—of the need for the sharing of knowledge and skills by the informed with the uninformed, whatever their ages. The world of automation and stepped-up creativity may necessitate changing one's type of work several times in a lifetime. How do we prepare for this kind of uncertainty?

The experts predict that these children of ours will travel to distant planets, work in houses and businesses where everything is automatic, ride in spaceships to the moon, and blast off in rockets to fathom the nature of the universe as they orbit the earth or sun. They will live in a world of monitored highways, made-to-order weather, globewide television service, moving sidewalks, and robot domestics. How do you prepare children for these experiences? Certainly, we must inspire them to seek with Ulysses in Tennyson's poem:

"To follow knowledge like a sinking star,

Beyond the utmost bound to human thought."

Yes, knowledge is important, but where can future young Americans find courage for adventures into

space? For an answer, we must turn to our spiritual heritage. We must begin now to help citizens of all ages to recapture stability and courage, the moral and spiritual values that were intrinsic for individuals in an earlier society.

Dr. Ernest Melby, recently retired dean of the School of Education at New York University and now a distinguished visiting professor on the campus of Michigan State University, has been a frequent visitor to Flint during the past two years. In discussing the work of teachers, he warned us that we must come closer to meeting the real needs of people. "What do they need? Faith in one another, a sense of belonging to a worthy group, a chance to do things for the common good. Their hearts are where their lives and interests are. Give them a chance to live and serve—an opportunity to become worthy persons. People have a need for individual expression and fulfillment, for fellowship and togetherness. Both their material and spiritual needs are almost insatiable. We must use the school and the educational process to build back a network of community life that will help people find themselves and face up to the fears and frustrations of modern living. We must extend our spiritual fellowship to those citizens, young and old, whose destiny we share."

Today social, economic, and industrial conditions bring about constant shifts in population and ever-changing patterns of living. Adults

need greater opportunity to bring their own skills and understandings into line with these changes. They need to develop that sense of security which comes from the ability to adjust to the conditions of the times. If parents do not find ways to meet these needs within themselves, their frustrations and insecurities will create more and more problems in teaching children in the schools.

Recognizing the interdependence of child and adult problems, as well as the fact that basic human needs must be met before the mind is free to inquire, to think, to grow, we must be more and more concerned with the education of adults. Here again we should do well to re-examine the community school concept. A true community school provides the kind of program in each neighborhood that helps both children and adults find answers to the timeless question: Who and What and Why am I?

Such a venture means providing a vital service which helps people to help themselves. This is particularly true in our large industrial communities. In one school neighborhood, it may mean teaching mothers how to prepare a healthful breakfast for children who are problems because they are undernourished, or helping mothers to understand the importance of cleanliness in a child's acceptance by his classmates. In another neighborhood, it may be helping parents

to recognize individual differences in children and neighbors and to find the understanding that enables them to deal successfully with differences. It may involve finding and alleviating needs of children who lack family affection or security or helping parents see the relationship between freedom and responsibility as family and community citizens. In every neighborhood, we must make people feel a part of a worthy heritage—a heritage that reaches beyond the family to the community, the nation, and the world.

I shall never forget an experience which I had in Philadelphia during the summer of 1950. I was standing on the main floor of Independence Hall, looking through the archway at the Liberty Bell—thinking what this symbol of freedom has meant to all the generations of Americans who have lived since it first proclaimed liberty throughout the land. My attention was drawn to a young naval ensign standing close to the rail encircling the bell, gazing at it intently. Soon several bystanders were watching the young man; and, as he became aware that he was attracting attention, he moved away. I went upstairs to visit other rooms in the building and returned later by another stairway to get my close view of the great bell. As I descended, I saw that the young officer had returned. This time he was walking around and around the bell as if to emblazon its message

upon his memory for all time to come—as if searching the words and the bell itself for the meaning of the world events of which he had suddenly become a part.

"Proclaim Liberty throughout the land and unto all the inhabitants thereof." Six weeks earlier American troops had landed in Korea. For him, "the land" had suddenly become *the world*. I watched the young man as he resolutely put on his cap and slowly walked away. I stood by the great bell, our symbol of human freedom, praying that the young sailor had found the answers for which he was searching, and thinking how important it is for teachers to do a better job in helping people to understand themselves in relation to the things that happen to them. How necessary, in these times, for young people to understand the way by which we have come as a people! How important to find that ultimate good lies not in self-seeking, but in selfless service to humankind!

Manual Barkam maintains that "Education for the foreseeable future must be guided simultaneously by two landmarks: (1) our keenest insight into the problems of contemporary life with their implications for the future, and (2) our finest ideals and aspirations as to what it means to be a man and to live."

I think it is significant that every noted speaker and writer whose thoughts I have heard or read recently emphasizes the fact that the

fundamental need of Americans today is *faith*—faith in one's self, faith in the perfectibility of man and his institutions, faith in the ultimate triumph of good over evil, faith in God.

We might expect this thought from a Bruce Catton or an Albert Schweitzer—but our scientists and engineers also are saying that our salvation lies in the soul of man. Speaking at a convocation at the University of Michigan, David Steinman, the engineer who masterminded the construction of the wondrous bridge which spans the waters dividing the two Michigan peninsulas, said, "In this day of fear, fatigue, and frustration, our only invulnerable armor is a genuine spiritual faith and the courage founded thereon. . . ."

"The one outstanding lesson of the present crisis of the human race is that man must relearn humility, reverence, and spiritual faith . . . The test of Science is not whether its accomplishments add to our comfort, knowledge, and power, but whether it adds to our dignity as men, our perceptions and reverence for truth and beauty, and our faith in the ultimate good."

So, in this great effort to improve our schools that they may face successfully the realities of the coming decades, it is for us, as teachers, to make ourselves strong—in mind and heart and soul, examining ourselves in the light of our spiritual heritage, steeping ourselves in the best in human

tradition, renewing within ourselves the ideals of human service, believing with St. Thomas Aquinas that the really important endeavors are to have faith in the right things, to hope for the right things, to love the right things in life.

At this moment in the eons of time that have gone before and will follow after us, we would do well to recall the thought expressed in Sullivan's "Psalm Against the Darkness":

"There are two majorities, son, though you ask me no question . . . The nameless dead, the unborn legions of time—but we are the thin minority, the living, who hold God's sceptre of light."

What a responsibility we bear . . . holding "God's sceptre of light" that it may shine for all the unborn legions through all the centuries to come! What is His light? Faith and hope and love—the faith which James Joyce describes as "stronger than the faith of a disciple in his master . . . the faith of a master in the disciple who will betray him" . . . This is the kind of faith teachers must have in boys and girls and community citizens. It is the kind of faith with which Americans must face the nations of the world. It is the kind of faith our youngsters need to find the courage for their adventures into space.

It has been said that for this task we must look for a "new" kind of teacher—a flexible individual who can adjust to the temper of the times, helping students to acquire

those values necessary for a satisfying life in any age and, at the same time, preparing them to be at home in a world of automation, atomic power, and explorations into space. John Garwood, a member of the faculty at Ford Hayes State College in Kansas, warns: "The bell tolls with finality for a civilization which concerns itself only with ideas of yesterday . . . and there is no bringing back of what was yesterday. There is only tomorrow."

I believe Delta Kappa Gamma women can walk with courage into tomorrow. A dauntless Founder gave us an example of inspired leadership, a set of worthy purposes, a rich heritage, and a star-touched faith in women educators united in a genuine spiritual fellowship. We have the diversity of membership to foster professional unity. We have the understanding of human needs to pave the way for public support. We have the knowledge, the ability, and the vision to assume leadership for the pursuit of excellence in our educational program. We have a heritage of spiritual and moral values to cope with change and uncertainty. We have faith in human fellowship and in the goodness of God.

To prove worthy of this heritage, we must assume dynamic leadership in the improvement of teaching. We must have the courage to stand for the kind of education that gives meaning to democracy—education that helps each child to develop his talents and skills that he

may become a productive individual rather than a tool of the state.

Was it Voltaire who gave us two philosophies of education as expressed by two teachers contesting for the loyalty of a student? One said, "I will teach him the eight parts of speech, logic, astrology, pneumatics, what is meant by substance and accident, abstract and concrete, the doctrine of monads, and the pre-established harmony." The other said, "For my part, I will endeavor to give him a sense of justice, and to make him worthy of

the friendship of good men."

May we, with ever encircling might, stand for justice and truth and seek to be worthy of the friendship of good men at home and around the world. May we prove with glorious certainty the truth expressed in this little-known stanza of *America*:

Thy safeguard Liberty
The school shall ever be
Our Nation's pride,
No tyrant hand shall smite
While with encircling might
All here are taught the right
With truth allied.



Those who are naturally endowed with more brain power than some of their fellow countrymen have an obligation and a duty to use at least part of it in the national interest, to participate not only in professional discussion, but, in the broad sense, also in political discussion and decision.

I have said before that we need more eggheads in the positions of leadership—and fewer fatheads.

But few are going to actually invite the eggheads to play a greater decision-making role in our national life. They are going to have to take the bull by the horns themselves. They must on their own initiative give up more time and energy to the public business, take a far greater interest in politics and policy. This is the clear and immediate duty of the present generation of intellectual leaders.

—Senator Hubert H. Humphrey, Minnesota
Speech given at the Second National Conference of the NEA Department of Rural Education, October, 1958.

In Memoriam

To live in hearts one leaves behind is not to die

Alabama

- Miss Louise Phillips Glanton of Pi Chapter on October 28, 1958, in Auburn.
Mrs. Minnow Moore Huntley of Epsilon Chapter on June 9, 1959, in Mobile.

Arizona

- Miss Mary Anna Brown of Gamma Chapter on July 21, 1959, in Tucson.
Mrs. Lucille Olson of Gamma Chapter on May 13, 1959, in Winslow.

Arkansas

- Mrs. Mildred Brennan Mayo of Eta Chapter on August 7, 1959, in Fort Smith.
Mrs. Jewell Palmer Terrell of Mu Chapter on May 14, 1959, in Bauxite.
Mrs. Bee Cotton Thomas of Gamma Chapter on April 30, 1959, in Little Rock.
Miss Luna B. Wilhelm of Zeta Chapter on July 16, 1959, in Blytheville.
Mrs. Irma B. Wilson of Alpha Eta Chapter on May 13, 1959, in Little Rock.

California

- Mrs. Edith Adams of Beta Lambda Chapter on December 26, 1958, in Red Bluff.
Miss Bertha H. Breckenfeld of Alpha Chapter on May 8, 1959, in Los Angeles.

Mrs. Helen T. Fletcher of Beta Xi Chapter on August 3, 1959, in Los Angeles.

Miss Frances Fotheringhame of Alpha Nu Chapter on March 20, 1959, in Orland.

Mrs. Alice Heatley of Delta Theta Chapter on April 25, 1959, in Santa Monica.

Dr. Marion Jordalen of Iota Chapter on February 2, 1959, in Slughton, Wisconsin.

Miss Ethel McKellar of Alpha Delta Chapter on April 28, 1959, in San Marino.

Miss Adelia (Ada) M. Sallstrom of Phi Chapter on April 28, 1959, in Glendale.

Miss Mary Ruth Smith of Alpha Zeta Chapter on September 11, 1958, in Billings, Montana.

Miss Althea Warren of Alpha Chapter on December 20, 1958, in Los Angeles.

Colorado

- Mrs. Rowena Collins of Eta Chapter on April 26, 1959, in Colorado Springs.
Miss Vera Sullivan of Delta Chapter on May 2, 1959, in Greeley.

Florida

- Mrs. Lucile E. Hilliard of Alpha Delta Chapter on February 16, 1959, in Ft. Myers.
Miss Alma C. Terry of Eta Chapter on May 14, 1959, in Dothan, Alabama.

Georgia

- Miss Ethel Farr of Lambda Chapter on March 5, 1959, in Decatur.
- Mrs. Mary D. Henderson of Omega Chapter on March 25, 1959, in Cohutta.
- Miss Ruby McKinney of Sigma Chapter on August 25, 1958, in Valdosta.
- Mrs. Lois White Patten of Chi Chapter on March 13, 1959, in Hartwell.

Idaho

- Mrs. Iva Consalus of Alpha Chapter on May 26, 1959, in Boise.

Illinois

- Miss Maurine W. Baker of Alpha Kappa Chapter on April 20, 1959, in Marion.
- Miss Marie Dean of Lambda Chapter on August 15, 1959, in Springfield.
- Miss Isabelle Duffy of Zeta Chapter on April 30, 1959, in Rockford.
- Miss Ada Henry of Tau Chapter on April 11, 1959, in Lincoln.
- Mrs. Rose Overend Holton of Beta Zeta Chapter on July 10, 1959, in Princeville.
- Mrs. Maude McKee of Alpha Alpha Chapter on May 22, 1959, in Morrison.
- Miss Florence I. Seim of Alpha Tau Chapter on July 25, 1959, enroute to Carlinville Area Hospital.

Indiana

- Mrs. Flora Belle Vess Levy of Theta Chapter on April 21, 1959, in Logansport.
- Miss Elizabeth Smelser of Kappa Chapter on August 11, 1959, in Richmond.
- Miss Mabel West of Beta Chapter on July 31, 1959, in Indianapolis.

Kansas

- Miss Edith Campbell of Eta Chapter in July, 1958, in Wichita.
- Miss Sara S. Kelsey of Alpha Phi Chapter on June 18, 1959, in Baxter Springs.
- Mrs. Bertha Luckan McCoy of Phi Chapter on April 17, 1959, in Emporia.
- Mrs. Blanche Staley of Alpha Chi Chapter on June 27, 1959, in Salina.

Louisiana

- Mrs. Emmie Amiss of Gamma Chapter on April 4, 1959, in Baton Rouge.
- Mrs. Emery C. Lively of Delta Chapter on June 11, 1959, in New Orleans.

Maine

- Mrs. Emma C. Joy of Theta Chapter on May 29, 1959, in Ellsworth.

Massachusetts

- Miss Marie Dever of Xi Chapter on February 13, 1959, in Cambridge.
- Miss Helen C. Padelford of Beta Chapter on April 10, 1959, in Fall River.

Michigan

- Mrs. Gladys Weir DeForrest of Delta Chapter on December 23, 1958, in Calumet.
- Miss Fredericka Botsford Gillette of Beta Chapter on September 27, 1958, in Ann Arbor.
- Mrs. Ruth Miller of Beta Chapter on June 8, 1959, in Ypsilanti.
- Miss Enid Mitchell of Delta Chapter on January 19, 1959, in Ishpeming.

Minnesota

Miss Helen G. Childs of Beta Chapter on August 19, 1959, in Sherman, New York.

Miss Naomi M. Ramer of Xi Chapter on June 12, 1959, in Rochester.

Missouri

Miss Alma K. Zoller of Delta Chapter on April 2, 1959, in Kirksville.

Montana

Mrs. Coralee Poole of Alpha Chapter on March 26, 1959, in Townsend.

Nebraska

Mrs. Nellie Josephine Pattison of Theta Chapter on June 30, 1959, in Gering.

New York

Mrs. Gertrude Kaye Bowler de Birmingham of Epsilon Chapter on June 13, 1959, in Brooklyn.

North Carolina

Miss Mina Holloman of Pi Chapter on October 1, 1958, in Ahoskie.

Mrs. Mary Van Poole Phillips of Psi Chapter on June 3, 1959, in Charlotte.

Mrs. Mary Medearis Snipes of Zeta Chapter on July 14, 1959, in Durham.

Mrs. Emily Weigle Tompkins of Alpha Iota Chapter on August 13, 1959, in Savannah, Georgia.

Ohio

Mrs. Lepha Hoxter of Omega Chapter on July 3, 1959, in Chagrin Falls.

Mrs. Hallie Patingale of Iota Chapter on August 22, 1959, in White Horse, Yukon.

Oregon

Mrs. Estella Marie Boyer of Iota Chapter on August 2, 1959, in Pendleton.

Pennsylvania

Miss Ursula Ernst of Eta Chapter on June 28, 1958, in York.

Mrs. Della Lewis Highberger of Alpha Nu Chapter on May 21, 1959, in Hillstown.

Miss Blanche Howard of Gamma Chapter on March 22, 1959, in Edinboro.

Miss Elizabeth R. Martin of Chi Chapter on May 27, 1959, in Lancaster.

Mrs. Evelyn D. Miller of Alpha Beta Chapter on May 31, 1959, in Youngstown, Ohio.

Miss Mildred M. Miller of Zeta Chapter on February 21, 1959, in Freedom.

Miss Mary H. Swettman of Tau Chapter on July 18, 1959, in Hazleton.

Miss Mildred J. Van Dusen of Gamma Chapter on August 10, 1959, in Erie.

South Dakota

Miss Dora Hannah Malisch of Kappa Chapter on March 13, 1959, in Watertown.

Mrs. Julia Simonson of Eta Chapter on May 8, 1959, in Vermillion.

Miss F. Mildred Walker of Zeta Chapter on June 9, 1959, in Brookings.

Tennessee

Mrs. Ethel Stroud of Alpha Chapter on August 3, 1959, in Chattanooga.

Texas

Mrs. Ruth Abbott of Rho Chapter on May 9, 1959, in Mission.

Miss Beulah B. Beaver of Xi Chapter on July 29, 1959, in Georgetown.

Mrs. Ellen Braly of Epsilon Gamma Chapter on May 14, 1959, in Tyler.

Miss Myrtle C. Brown of Iota Chapter on March 8, 1959, in Denton.

Miss Ruth Jeanette Bunting of Gamma Nu Chapter on April 15, 1959, in Baytown.

Miss Maud Capps of Gamma Chapter on March 24, 1959, in Houston.

Mrs. Maude Denney of Kappa Chapter on July 31, 1959, in Richmond, California.

Mrs. Alma Gower Durham of Delta Alpha Chapter on June 1, 1959, in Mountainair, New Mexico.

Mrs. Elizabeth Lucille Germany of Beta Rho Chapter on July 20, 1959, in Wichita Falls.

Miss Gertrude Gilbert of Gamma Chapter on May 12, 1959, in Bay City.

Miss Ruth Harris of Kappa Chapter on August 9, 1959, in El Paso.

Dr. Mary Hufford of Iota Chapter on April 22, 1959, in Dallas.

Mrs. Mildred Harrington of Delta Theta Chapter on November 12, 1958, in Port Arthur.

Miss Sallie B. Mebane of Beta Chapter on August 6, 1959, in San Antonio.

Miss Gladys Simons of Delta Chapter on May 31, 1959, in Ft. Worth.

Mrs. Lucille Stuart of Delta Delta Chapter on June 14, 1959, in Freeport.

Mrs. Helen E. Tucker of Alpha Mu Chapter on March 12, 1959, in Brownsville.

Utah

Mrs. Maude Smith Gorham of Alpha Chapter on January 11, 1959, in Salt Lake City.

Mrs. Martha Ann Jones of Gamma Chapter on May 31, 1959, in Salt Lake City.

Miss Bee Roberts of Beta Chapter on March 24, 1959, in Salt Lake City.

Vermont

Miss Rose E. Martin of Gamma Chapter on April 15, 1959, in Middlebury.

Virginia

Mrs. Marion S. McCorkle of Theta Chapter on April 11, 1959, in Salem.

Washington

Miss Naudia Brockman of Eta Chapter on June 7, 1959, in Spokane.

Miss Lila R. Foltz of Alpha Chapter on April 10, 1959, in Tacoma.

The Delta Kappa Gamma Society



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